

TRG ELA Pacing Guide			
Grade: 6			
Trimester 1			
Each month should be taught using 50/50 Literature and Informational Text to teach concepts.			
September	October	November	
SL.6.1a; SL.6.1b; SL.6.1c; SL.6.1d; RF.5.3; RF.5.4; L.5.4; L.5.5; L.5.1; L.5.2; RL.5.10; RI.5.10; RL.5.2; RL.5.5; RI.5.2; RI.5.5; W.5.9a; W.5.9b	SL.6.2; SL.6.3; RL.6.1; RL.6.2; RL.6.3; RI.6.1; RI.6.2; RI.6.3; W.6.3a; W.6.3b; W.6.3c; W.6.3d; W.6.3e; L.6.1a; L.6.1b; L.6.1c; L.6.1d	RL.6.3; RL.6.5; RL.6.7; RI.6.4; RI.6.7; RI.6.5; W.6.3; W.6.4; W.6.5; W.6.6; W.6.9a; SL.6.4; SL.6.5; L.6.2a; L.6.3a; L.6.4a	
Individual School Improvement Standards			
Individual Classroom Intervention Standards			
Trimester 2			
December	January	February	
RL.6.2; RL.6.6; RI.6.1; RI.6.8; RI.6.6; W.6.1a; W.6.1b; W.6.1c; W.6.1d; W.6.10; W.6.9; SL.6.6; L.6.4b	RL.6.9; RL.6.4; RL.6.3; RL.5.6; RI.6.5; RI.6.7; RI.6.6; W.6.1; W.6.6; W.6.9; SL.6.5; L.6.4c; L.6.4d	RL.6.2; RL.6.5; RI.5.9; RI.6.1; RI.6.2; W.6.2a; W.6.2b; W.6.2c; W.6.2d; W.6.2e; W.6.10; W.5.9b; SL.6.4; L.6.5a	
Individual School Improvement Standards			
Individual Classroom Intervention Standards			

Trimester 3			
March	April	May	June
RL.6.3; RL.6.7; RI.6.4; RI.6.3; RI.6.8; W.6.2; W.6.7; W.6.8; W.6.6; W.6.9b; SL.6.5; L.6.5c	RL.6.9; RL.6.1; RL.5.2; RL.4.3; RI.6.1; RI.6.2; RI.6.3; W.6.3; W.6.4; W.6.5; L.6.5c	RL.6.5; RL.6.6; RI.6.2; RI.6.6; W.6.1; W.6.4; W.6.5; L.6.6; L.6.2b	RL.6.2; RL.6.10; RI.6.9; RI.6.2; RI.6.3; RI.6.10; W.6.2; W.6.4; W.6.5;
Individual School Improvement Standards			
Individual Classroom Intervention Standards			

GRADE: 6		SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
CODE: ELA.6.RL.1	Description: CITE TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.			
	ACT/Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
	Board Objective: I can read closely to determine what the text says and use evidence from the text to make inferences.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Progression Note. In coordination with this reading standard, a key progression in the writing standards is the need for students to show competency in supporting claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text (W.6.1b).</p> <p>Write an Argumentative Text. After completing the “inference notes graphic organizer”, students convert their work into an argumentative text. Students assemble an argument that matches the claims they made within their graphic organizer. Special emphasis is placed on their ability to support claim(s) with clear reasons and relevant evidence.</p>		<p>Anticipation/Reaction Guide. This strategy assesses prior knowledge and evaluates the acquisition of concepts and use of supporting evidence after reading.</p> <ol style="list-style-type: none"> 1. Teacher identifies the important ideas and concepts students should focus on when reading. 2. Create 4-6 statements that support or challenge students’ beliefs, experiences, and preexisting ideas about the topic. 3. Create a graphic organizer/table with the headings before reading, after reading and subheadings: Agree, Disagree, Statement, Page(s) where evidence is found, Agree Disagree 4. Before reading the text, have students react to each statement in the Before Reading column individually and be prepared to support their position. 5. In small groups or as a whole class, ask students to explain their initial responses to each statement. 6. Ask students to read the selection to find evidence that supports or rejects each statement. 7. After reading the text, ask students to react to each statement in the After Reading columns to determine if they have changed their minds about any of the statements. <p>Inference Notes. This strategy uses a graphic</p>		<p>Lesson plans and Links for each Reading Literature strand: http://www.uen.org/core/core.do?courseNum=4260</p> <p>https://www.teachingchannel.org/videos/teaching-about-textual-evidence www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>

	<p>organizer for organizing literal information in the inside wedges of the circle and inferences in the outer wedges of the circle.</p> <p>MARZANO STRATEGY: Cues, Questions, and Advance Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> * Pause briefly after asking a question. Doing so will increase the depth of your students' answers. * Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it. 	<p>www.busyteachercafe.com</p> <p>Danielson, C. (2007). Enhancing professional practice: A framework for teaching. (2nd ed., p. 69). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Burke, Jim. (2000). Reading reminders: Tools, tips, and techniques. Portsmouth, NH: Heinemann.</p> <p>Herber, H. (1978). Teaching reading in content areas. (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
evidence support analysis inferences cite explicit	HOW DO I MAKE AN INFERENCE? WHAT INFERENCES CAN I MAKE FROM THE TEXT?	

GRADE: 6		SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
CODE: RL.6.2	Description: DETERMINE A CENTRAL IDEA OF A TEXT AND HOW IT IS CONVEYED THROUGH PARTICULAR DETAILS; PROVIDE A SUMMARY OF THE TEXT DISTINCT FROM PERSONAL OPINIONS OR JUDGMENTS.			
	ACT/Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	Board Objective: I can determine the main idea or theme of a text and provide key supporting details.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Formative Assessment Tip. “An important technique for helping students understand learning intentions and success criteria is asking them to look at samples of other students’ work and to engage in a discussion about the strengths and weaknesses of each” (William, 2011).</p> <p>Identifying Point of View. As an exit slip the day prior to the implementation of this strategy, students respond to various statements regarding literary devices as a way to measure competency. The teacher targets whole, group, and individual reviews the following day based upon the data collected via the exit slip.</p> <p>Upgrade. Selected response questions are created on a form within Google Docs. Each student completes the form as an exit slip. The teacher sorts the top misunderstood literary devices for review to begin the lesson the following day. Students</p>		<p>Theme Search. This is a strategy that helps students determine the theme of a narrative story by determining the changes that a main character goes through as a result of a crisis. In order to use this strategy, a text must be selected that describes how a character undergoes a change from the beginning to the end of the story.</p> <ol style="list-style-type: none"> 1. In the beginning, it is advisable that this task be completed either in a whole or small group setting. As students become more familiar with the task, the graphic organizer can be completed individually. 2. The class shares its graphic organizers. Don’t Look Back 1. Provide students with a reading selection. 2. Ask students to take notes of important details as they read. They can make notations on the text with sticky notes or in their notebooks. 3. When students have finished, direct them to turn over the paper or put aside the material and write what they remember. . . without looking back. 4. After they have listed the details they recall, ask students to create a paragraph using just the information they remember. 5. Have students share and compare their paragraphs. 		<p>Lesson plans and Links for each Reading Literature strand: http://www.uen.org/core/core.do?courseNum=4260 Smith, M., & Wilhelm, J. (2010). Fresh takes on teaching literary elements. New York: Scholastic Inc. Dylan, W. (2011). Embedded formative assessment. (p. 65). Bloomington, IN: Solution Tree Press.</p> <p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p>

<p>struggling to show proficiency are grouped for additional targeted instruction prior to completing the “identifying point of view” strategy.</p>	<p>MARZANO STRATEGY: Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: * Provide a set of rules for creating a summary. * When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. Applications: * Use teacher-prepared notes. * Stick to a consistent format for notes, although students can refine the notes as necessary.</p>	<p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>theme central idea summary opinion judgment</p>	<p>WHAT ARE THE KEY DETAILS OF THE STORY? HOW DO YOU DETERMINE THE CENTRAL IDEA OF THE TEXT?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
CODE: RL.6.3	Description: DESCRIBE HOW A PARTICULAR STORY'S OR DRAMA'S PLOT UNFOLDS IN A SERIES OF EPISODES AS WELL AS HOW THE CHARACTERS RESPOND OR CHANGE AS THE PLOT MOVES TOWARD A RESOLUTION.			
	ACT/Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
	Board Objective: I can describe the plot of a story as it unfolds.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Stop-N-Think. Students convert their completed graphic organizer into a written summary or essay citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. Students give and receive timely objective feedback resulting in targeted learning opportunities based on assessment results. Trailing the Text. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn. Small Group Discussions. After students read the text, in small groups they create a list of the key</p>		<p>Change in Character. As an author unfolds a story, the character's emotions may change. In this strategy, students can draw faces on the circles to reveal the emotions felt by the character. On the lines next to the faces, note the page number or text that provided evidence to the character's emotion. Storyboard. This strategy is a graphic organizer that can help readers focus on the plot of the story or drama through a series of recorded episodes. Students will record a summary and draw a picture of each episode on the graphic organizer. 1. Teachers should introduce the text/story to be read and provide each student with a blank storyboard. 2. Teacher may want to provide students with stopping points to record their episodes in order to provide support for students who need this type of scaffolding. 3. After the students have completed their storyboard, they may discuss why each segment was recorded. (Reutzel, 1985)</p> <p>Marzano</p>		<p>Lesson plans and Links for each Reading Literature strand: http://www.uen.org/core/core.do?courseNum=4260</p> <p>Danielson, C. (2007). Enhancing professional practice: A framework for teaching. (2nd ed., p. 69). Alexandria, VA: Association for Supervision and Curriculum Development. Reutzel, D.R. (1985). Story maps improve comprehension. The Reading Teacher, 38(4), 400-404. -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p>

<p>ideas and supporting evidence from the text. As small group discussions ensue, the teacher listens intently to ensure explanations are supported by clear evidence. Informal assessment is continual and result in targeted learning opportunities for students. After the key ideas and supporting evidence are determined, students create a new introduction to the text in alignment with the authors meaning and tone.</p>	<p>Cues, Questions, and Advance Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Applications: * Pause briefly after asking a question. Doing so will increase the depth of your students' answers. * Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.</p>	<p>www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>character resolution plot</p>	<p>WHAT IS PLOT? WHAT IS THE RESOLUTION OF THE STORY? WHAT HAPPENED IN THE BEGINNING OF THE STORY? WHAT HAPPENED IN THE MIDDLE OF THE STORY? WHAT HAPPENED AT THE END OF THE STORY?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
CODE: RL.6.4	Description: DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING FIGURATIVE AND CONNOTATIVE MEANINGS; ANALYZE THE IMPACT OF A SPECIFIC WORD CHOICE ON MEANING AND TONE.			
	ACT/Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
	Board Objective: I can interpret the meaning of words and phrases used in a text and analyze how specific word choices shape the meaning or tone.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Assessment Tip.</p> <p>"Improvements in learning will depend on how well assessment, curriculum, and instruction are aligned and reinforce a common set of learning goals, and on whether instruction shifts in response to the information gained from assessments" (Pellegrino, Chudowsky, Glaser, 2001).</p> <p>The upcoming PARCC assessment will utilize assessment advances in an effort to check for understanding in this key area. For example, take a look at the PARCC prototype for measuring vocabulary within a 6th Grade Narrative Writing task. Notice the question contains two parts. Part A asks the student to match the correct meaning to the vocabulary word. Part B asks "which phrase from the passage best helps the reader understand the meaning" of the word.</p> <p>Assessing Vocabulary in Context.</p> <p>To assess student knowledge of academic</p>		<p>Word Map.</p> <p>A word map is a visual organizer that promotes vocabulary development. Using a graphic organizer, students will think about vocabulary terms in different ways. Have the students follow the steps below. (Teachers should model the steps first).</p> <ol style="list-style-type: none"> 1. Write the vocabulary word and the page number on the organizer. 2. Copy the phrase or sentence in which the word appears, and predict its meaning. Indicate how the word is used in the sentence. Using a dictionary or Dictionary.com, employ a think-aloud to ask, "Does this make sense based on how the word is used in the text?" Write the correct definition on the organizer. 3. Use the dictionary entry to fill in a synonym for the word. 4. Use the dictionary to fill in an antonym non-example of the word. 5. Sketch an example or association on the back of the word maps. Encourage quick sketches and not works of art. 6. Have each student share his or her sketch with a partner and discuss the similarities and differences. 7. Create original sentences using context clues using the new word. <p>Word Choice Impact. This</p>		<p>http://www.parcconline.org/samples/english-language-artsliteracy/grade-6-ebsr-narrative-writing-task-vocabulary (This test is referred to in assessments.)</p> <p>Lesson plans and Links for each Reading Literature strand: http://www.uen.org/core/core.do?courseNum=4260</p> <p>Marzano, R. and Pickering, D. (2005). Building academic vocabulary: Teacher's manual. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p>

<p>vocabulary within your classroom, add a similar “Part B” to your vocabulary questions. In short, link vocabulary assessments directly to at-grade level text, ask students to define complex words and have them cite specific evidence from the text to support their answer. Doing so will build the ability to use context to determine meaning and simultaneously encourage students to supply evidence for reasoning.</p>	<p>strategy will provide students opportunities to explore word choice and how specific choices impact meaning.</p> <ol style="list-style-type: none"> 1. Define and demonstrate examples of connotations and denotations. 2. Demonstrate to students how word choice can impact meaning. Show students the sentence, “Jose walked into the room.” Volunteers act out ways that the student in the sentence might enter the room and the teacher models revising the sample sentence’s verb accordingly. Students then suggest other replacements for the verb in the sentence to increase the specificity of the word and explore connotation. 3. Students follow this demonstration by selecting words with powerful connotations for their own writing. <p>Café Strategy</p> <ol style="list-style-type: none"> 4. Expand Vocabulary: I know, find, and use interesting words. <ol style="list-style-type: none"> a. Voracious reading b. Tune into interesting words and use new vocabulary in speaking and writing. c. Use pictures, illustrations, and diagrams d. Use word parts to determine the meaning of words (prefixes, suffices, origins, abbreviations, etc.) e. Use prior knowledge and context to predict and confirm meaning f. Ask someone to define the word for you g. Use dictionaries, thesauruses, and glossaries as tools (electronic or hard copy) 	<p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	

figurative
connotative
analyze
tone

HOW/WHEN DOES WORD CHOICE IMPACT A STORY?

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
CODE: RL.6.5	Description: ANALYZE HOW A PARTICULAR SENTENCE, CHAPTER, SCENE, OR STANZA FITS INTO THE OVERALL STRUCTURE OF A TEXT AND CONTRIBUTES TO THE DEVELOPMENT OF THE THEME, SETTING, OR PLOT.			
	ACT/Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
	Board Objective: I can analyze the structure of texts.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Progression Note.</p> <p>In coordination with this reading standard, a key progression in the speaking and listening standards is the need for students to show competency in “delineating a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not” (SL.6.3). Adapted Paragraph Shrinking Presentation.</p> <p>Students organize into pairs. Partners are given different multi-paragraph texts of comparable length. They are given a pre-determined amount of time to read over their respective text. When time has expired, partner 1 gives oral paragraph summarizations of their text. The other partner prompts, asks guiding questions, and simultaneously takes notes on the summarization. After a pre-determined amount of time, roles are switched. At the conclusion of the activity time is allowed for students</p>		<p>Paragraph Shrinking.</p> <p>The Paragraph Shrinking strategy allows each student to take turns reading, while pausing and connecting the main points of each paragraph to the rest of the text as a whole. Students provide each other with feedback as a way to monitor comprehension.</p> <p>1. Each member of the teacher-assigned pair takes turns being "Coach" and "Player." These pairs are changed regularly. All students have the opportunity to be "coaches" and "players."</p> <p>Note: It is important for teachers to monitor and support students as they work together.</p> <p>2. Each student reads aloud until the predetermined stopping point set by the teacher. After each paragraph in the text, students stop to summarize the main points of the reading and note how the particular passage fits into the overall structure of the text.</p> <p>3. If a "Player" gives a wrong answer, the "Coach" asks the "Player" to skim the paragraph again and try again a second time. Students could be asked to state the main idea as well as noting how the passage connects to the passage before it.</p> <p>Episodic Notes.</p> <p>Students can use this strategy as a note-taking</p>		<p>Lesson plans and Links for each Reading Literature strand: http://www.uen.org/core/core.do?courseNum=4260</p> <p>Fuchs, D., Fuchs, L., & Burish, P. (2000). Peer-Assisted learning strategies: An evidence-based practice to promote reading achievement. <i>Learning Disabilities Research and Practice</i>, 15(2), 85-91.</p> <p>Burke, J. (2002). <i>Tools for thought: Graphic organizers for your classroom</i>. Portsmouth, NH: Heinemann.</p> <ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p>

<p>to organize their notes into a presentation to conclude the activity. During the activity and presentation, special emphasis is placed on the ability to show competency in “delineating a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not”(SL.6.3).</p>	<p>method for analyzing how a particular piece of text fits into the overall structure of a text. It asks them to identify distinct scenes or moments in the text and then explain how the scene fits into the overall structure and how it helps to develop the theme, setting or plot. (Make a table with the categories: Visual of Piece of Text, Written Explanation for Visual, and How It Fits Into the Overall Structure of the Text.</p> <p>Marzano Strategy Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach. Applications: * When grouping students, consider a variety of criteria, such as common experiences or interests. * Vary group sizes and objectives. * Design group work around the core components of cooperative learning-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p> <p>2.Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: * Provide a set of rules for creating a summary. * When summarizing, ask students to question what</p>	<p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
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	<p>is unclear, clarify those questions, and then predict what will happen next in the text.</p> <p>Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications:</p> <ul style="list-style-type: none"> * Use teacher-prepared notes. * Stick to a consistent format for notes, although students can refine the notes as necessary. 	
VOCABULARY:	ESSENTIAL QUESTIONS:	
<p>scene</p> <p>stanza</p> <p>theme</p> <p>setting</p> <p>plot</p>	<p>WHAT IS THE PLOT OF THE TEXT?</p> <p>WHAT SENTENCE, SCENE, OR STANZA HELPS YOU SETERMINATE THE THEME OF THE TEXT?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
CODE: RL.6.6	Description: EXPLAIN HOW AN AUTHOR DEVELOPS THE POINT OF VIEW OF THE NARRATOR OR SPEAKER IN A TEXT.			
	ACT/Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.			
	Board Objective: I can explain how an author develops the point of view in a text.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Formative Assessment Tip.</p> <p>“In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question and then wait for a thoughtful response. Follow-up questions like “Does anyone see another possibility?” or “Who would like to comment on Jerry’s idea?” may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum” (Danielson, 2007). Facilitating a Discussion.</p> <p>When facilitating/assessing discussions at this grade-level, special emphasis is placed upon “Key Progressions” within the CCSS. For example, special emphasis is placed on a student’s ability to “delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not” (SL.6.3).</p>		<p>Point of View.</p> <p>This strategy helps students understand that in order to recognize the point of view of the author, they have to become skilled at making inferences about the author's beliefs.</p> <p>While reading a text that contains multiple characters that experience the same event, assign different students to each of the characters in the story, and have them tell about the event from their point of view.</p> <p>RAFT.</p> <p>This is a strategy that helps students understand their role as a writer. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences.</p> <p>Role of the Writer: Who or what are you as the writer? A pilgrim? A soldier?</p> <p>Audience: To whom are you writing? A friend? Your teacher?</p> <p>Format: In what format are you writing? A letter? A poem? A speech?</p> <p>Topic and strong verb: What are you writing about? Why?</p> <p>1. Display a RAFT example.</p> <p>2. Describe each of these using simple examples:</p>		<p>Lesson plans and Links for each Reading Literature strand: http://www.uen.org/core/core.do?courseNum=4260</p> <p>Danielson, C. (2007). Enhancing professional practice: A framework for teaching. (2nd ed., p.69). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Santa, C., & Havens, L. (1995). Creating independence through student-owned strategies: Project CRISS. Dubuque, IA: Kendall Hunt.</p> <p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p>

<p>During a discussion or collaborative assignment which targets this particular reading standard, students are continually expected to support their analysis of how “an author develops the point of view of the narrator” by citing specific words, sentences, and sections of the text.</p>	<p>role, audience, format, and topic.</p> <p>3. Model how to write responses to the prompts, and discuss the key elements as a class. Teachers should keep this as simple and concise as possible for younger students.</p> <p>4. Have students practice responding to prompts individually or in small groups.</p> <p>Marzano Strategy Cues, Questions, and Advance Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> * Pause briefly after asking a question. Doing so will increase the depth of your students' answers. * Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it. 	<p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Point of view narrator speaker</p>	<p>WHAT STRATEGY CAN YOU USE TO DETERMINE THE ROLE OF THE WRITER?</p> <p>WHAT POINT OF VIEW IS THE TEXT WRITTEN IN?</p> <p>WHO IS THE NARRATOR IN THE STORY?</p> <p>WHAT SPECIFIC SECTION OF THE TEXT HELPED YOU DETERMINE THE POINT OF VIEW?</p> <p>DO YOU SEE ANY OTHER POSSIBILITIES?</p>	

GRADE: 6		SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
CODE: RL.6.7	Description: COMPARE AND CONTRAST THE EXPERIENCE OF READING A STORY, DRAMA, OR POEM TO LISTENING TO OR VIEWING AN AUDIO, VIDEO, OR LIVE VERSION OF THE TEXT, INCLUDING CONTRASTING WHAT THEY "SEE" AND "HEAR" WHEN READING THE TEXT TO WHAT THEY PERCEIVE WHEN THEY LISTEN OR WATCH			
	ACT/Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
	Board Objective: I can compare and contrast the experience of reading the text to listening to or viewing an audio, video, or live version of the text.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Progression Note.</p> <p>In coordination with this reading standard, a key progression in the writing standards is the need for students to show competency in using appropriate transitions to clarify the relationships among ideas and concepts (W.6.2c).</p> <p>Formative Assessment Tip.</p> <p>"Considerable research indicates that feedback is one of the most powerful factors influencing learning and achievement"</p> <p>(MOK, 2009, p.10).</p> <p>Providing Feedback.</p> <p>As students engage in close reading and analysis of increasingly complex texts, students will require varying amounts of time to complete tasks. Students who complete tasks quickly will deepen their own learning by working as a "peer tutor" within the classroom. When doing so, the teacher listens intently to how the "peer tutor" moves learning forward and provides</p>		<p>Graphic Comparison.</p> <p>Graphic organizers can provide an effective means for students to gather and organize information in order to compare written text with visual text. (Create a three column organizer with the headings- Key Points, Reading the Text, and Audio, Video or Live Version</p> <p>Focused Reading and Viewing Guide.</p> <p>This strategy helps students review the components in both the written and visual text. Students will complete a graphic organizer which prompts them to write down a comparison of the characters, plot and resolution. After filling out the chart, students present or write the similarities and differences of the two. (See resource 1.)</p> <p>Thinking Critically About Movie Adaptations.</p> <p>This strategy has students critically analyze movie adaptations of a book. Students will choose elements of the book that were changed, the effects of the change and the reader's preferences. (See resource 2.)</p> <p>Cover to Cover.</p> <p>Examine the various covers of books and DVDs from recent releases. With a partner or small group,</p>		<p>1. http://www.readwritethink.org/files/resources/lesson_images/lesson46/FocusedReadingViewingGuide.pdf 2. http://www.readwritethink.org/files/resources/lesson_images/lesson46/FocusedReadingViewingGuide.pdf 3. http://www.readwritethink.org/files/resources/lesson_images/lesson1098/CloserLook.pdf 4. http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-6-12.pdf</p> <p>Lesson plans and Links for each Reading Literature strand: http://www.uen.org/core/core.do?courseNum=4260</p> <p>Allen, J. (2004). Tools for teaching content literacy. Portland, ME: Stenhouse.</p> <p>MOK, Magdalena Mo Ching (2009). Self-directed learning oriented assessment theory, strategy and impact. The Hong Kong Institute of Education.</p> <p>William, D. (2011). Embedded formative assessment. (p. 65). Bloomington, IN: Solution Tree Press.</p> <p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p>

<p>objective feedback to both parties using Gan’s Feedback Model as a guide. (See resource 4.)</p> <p>Formative Assessment Tip.</p> <p>“...under certain circumstances, peer tutoring can actually be more effective than one-on-one tutorial instruction from a teacher” (Wiliam, 2011, p.134).</p>	<p>discuss how the DVD cover differs from the book cover. Determine how the DVD cover reveals the ways in which the film differs from the book. (See resource 3)</p> <p>MARZANO STRATEGY:</p> <p>1. Identifying Similarities and Differences</p> <p>The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student- directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications:</p> <ul style="list-style-type: none"> •Use Venn diagrams or charts to compare and classify items. * Engage students in comparing, classifying, and creating metaphors and analogies. 	<p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>compare</p> <p>contrast</p> <p>audio</p> <p>video</p> <p>poetry</p>	<p>WHAT ARE THE SIMILARITIES BETWEEN THE TEXT AND THE MEDIA AND/OR LIVE VERSION?</p> <p>WHAT ARE DIFFERENCE BETWEEN THE TEXT AND THE MEDIA AND/OR LIVE VERSION?</p> <p>WHAT ELEMENTS OF THE TEXT WERE CHANGED?</p>	

GRADE: 6		SUBJECT: ELA		STRAND: Reading Literature		MONTH(S) TAUGHT:										
CODE: RL.6.9	Description: COMPARE AND CONTRAST TEXTS IN DIFFERENT FORMS OR GENRES (E.G., STORIES AND POEMS; HISTORICAL NOVELS AND FANTASY STORIES) IN TERMS OF THEIR APPROACHES TO SIMILAR THEMES AND TOPICS.															
	ACT/Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.															
	Board Objective: I can compare and contrast different genres that cover similar topics in order to build knowledge and compare the author's approach.															
ASSESSMENTS:		STRATEGIES:				RESOURCES:										
<p>Formative Assessment Tip. Utilize text dependent questions (see resource 3) as a way to assess competency within this standard. “While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.</p> <p>Step One: Identify the Core Understandings and Key Ideas of the Text</p> <p>Step Two: Start Small to Build Confidence</p> <p>Step Three: Target Vocabulary and Text Structure</p> <p>Step Four: Tackle Tough Sections Head-on</p>		<p>Compare and Contrast Graphic Organizer.</p> <p>In order to analyze similar themes and topics in two or more texts, students can use the strategy of comparison and contrast. (See Resources 1 and 2 for a graphic organizer and for a variety of compare/contrast organizers.)</p> <p>Compare Chart.</p> <p>This strategy helps students compare and contrast texts in different forms or genres, with specific reference to theme. Students are to note how the texts are alike and different, and then use evidence from the text to support their claims.</p> <p>Comparing _____ and _____.</p> <p>How Alike _____ Support from texts _____</p> <p>How Different _____ Support from texts _____ (Marzano, Pickering & Pollock, 2001)</p> <p>Comparison Notes.</p> <p>This strategy is an alternative to the traditional Venn Diagram that includes a space for summarizing the compared and contrasted ideas.</p> <table><tr><td>Differences Text</td><td>Similarities</td><td>Differences Text</td></tr><tr><td>_____</td><td></td><td>_____</td></tr><tr><td>_____</td><td></td><td>_____</td></tr></table> <p>Summary: _____</p>				Differences Text	Similarities	Differences Text	_____		_____	_____		_____	<p>1.http://www.readwritethink.org/files/resources/lesson_images/lesson275/comcon_chart.pdf 2.http://www.greece.k12.ny.us/files/filesystem/comparecontrast.pdf 3.http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-6-12.pdf</p> <p>Lesson plans and Links for each Reading Literature strand:</p> <p>http://www.uen.org/core/core.do?courseNum=4260</p> <p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p>	
		Differences Text	Similarities	Differences Text												
		_____		_____												
		_____		_____												

<p>Step Five: Create Coherent Sequences of Text Dependent Questions</p> <p>Step Six: Identify the Standards That Are Being Addressed Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards” (Student Achievement Partners, 2012). Upgrade.</p> <p>A student process manager transfers graphic organizers into forms within Google Docs. Students record information into the form as a type of exit slip. The information collected is then used to develop “hinge questions” to start the lesson the following day.</p>	<p>Marzano’s Nine Instructional Strategies:</p> <p>1. Identifying Similarities and Differences</p> <p>The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student- directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications:</p> <ul style="list-style-type: none"> •Use Venn diagrams or charts to compare and classify items. * <p>Engage students in comparing, classifying, and creating metaphors and analogies</p>	<p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p> <p>Marzano, R.J., Pickering, D., and Pollock, J. Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.</p> <ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p>
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		www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:		ESSENTIAL QUESTIONS:
historical novel fantasy stories author's approach compare and contrast theme analyze similar	WHAT THEME DOES THE TWO OR MORE GENRES SHARE? WHAT IS EACH AUTHOR'S APPROACH TO COVERING THE THEME? WHAT GENRES ARE BEING COMPARED?	

GRADE: 6	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
CODE: RL.6.10	Description: BY THE END OF THE YEAR, READ AND COMPREHEND LITERATURE, INCLUDING STORIES, DRAMAS, AND POEMS, IN THE GRADES 6–8 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.		
	ACT/Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.		
	Board Objective: I can read and comprehend complex literary and informational texts to become a better independent and proficient reader.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Formative Assessment Tip.</p> <p>John Hattie outlines eight mind frames “that under pin our every action and decision in a school”. The following are 5 key questions that underlining Mind frame 1 that relate directly to formative assessment practices.</p> <p>(Hattie, 2012)</p> <p>‘How do I know that this is working?’</p> <p>‘How can I compare “this” with “that”?’</p> <p>‘What is the merit and worth of this influence on learning?’</p> <p>‘What is the magnitude of the effect?’</p> <p>‘What evidence would convince me that I was wrong in using these methods and resources?’</p> <p>For students to comprehend increasingly complex text, they must be able to derive meaning from the academic vocabulary the text contains. The progressive building of academic vocabulary is a key area of focus within the ELA/Literacy Common Core State Standards.</p>	<p>DRTA. This strategy is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Students should work toward completing this strategy independently to assess reading and comprehension abilities. Determine the text to be used and preselect points for students to pause during the reading process.</p> <p>DIRECT –Teacher should have the student scan the title, and note chapter headings, illustrations, and other explanatory materials on a graphic organizer.</p> <p>READING -Teachers should have students read up to the first preselected stopping point in the text. The student answers questions about specific information and evaluates their predictions.</p> <p>THINKING -At the end of the reading, students should go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text.(Lenski, Wham &Johns, 1999)</p> <p>Q-Notes. This strategy combines the best of SQ3R and Cornell Notes to offer an excellent way to take notes on what you are reading. This strategy also provides students a way to study for quizzes, tests or exams.</p>	<p>DRTA information: 1,http://www.readingrockets.org/strategies/drt/</p> <p>2.http://literacystrategies.wordpress.com/drt/</p> <p>Q-notes templates</p> <p>1.teacherweb.com/MD/RiverHill/DiFato/QNotes.doc</p> <p>2.http://freeology.com/graphicorgs/cornell-notes-template/</p> <p>Lesson plans and Links for each Reading Literature strand:</p> <p>http://www.uen.org/core/core.do?courseNum=4260</p> <p>Hattie, J. (2012). Visible learning for teachers: maximizing impact on learning. (p. 161). New York, NY: Routledge.</p> <p>Lenski, S. D., Wham, M.A., & Johns, J. L. (1999). Reading and learning strategies for middle and high school students. Dubuque, IA: Kendall/Hunt.</p> <p>Burke, J. (2007). 50 essential lessons, tools and techniques for teaching english language arts, grades 9-12. Portsmouth, NH: Heinemann.</p> <p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p>	

<p>Examples:</p> <p>Ask the student to match the correct meaning to the vocabulary word.</p> <p>Ask “which phrase from the passage best helps the reader understand the meaning” of the word.</p> <p>Link vocabulary assessments directly to at grade level text, ask students to define complex words and have them cite specific evidence from the text to support their answer. Doing so will build the ability to use context to determine meaning and simultaneously encourage students to supply evidence for reasoning.</p> <p>Asking text-dependent questions tied directly to the text is a great way to check for understanding of increasingly complex language.</p>	<p>Read, Rate, Reread. This strategy helps students learn independently through self-questioning and careful close reading of difficult content. This process is as follows:</p> <ol style="list-style-type: none"> 1.Assign text to be read in class. Ask students to rate their understanding on a scale of 1-10 and list any questions they have about text that was unclear. 2.Direct students to read the text again and rate their understanding. <p>Café Strategies</p> <ol style="list-style-type: none"> 1.Comprehension: I can understand what read. a.Check for Understanding b.Back up and Read c.Use prior Knowledge to connect with text d.Make and adjust prediction: use text to confirm e.Monitor and fix it up f.Infer and support with evidence g.Make a picture or mental image h.Ask questions throughout the reading process i.Use text feature (titles, headings, captions, graphic features) j.Summarize text: include sequence of main events k.Determine and analyze authors purpose l.Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) m.Recognize and explain cause and effect n.Compare and contrast within and between text 	<p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheet.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>stories</p> <p>dramas</p> <p>poems</p> <p>comprehension</p> <p>independent</p> <p>monitor</p>	<p>WHAT READING STRATEGIES CAN YOU USE TO COMPREHEND A STORY?</p> <p>HOW DO YOU KNOW WHEN YOU CAN READ A STORY INDEPENDENTLY?</p>	

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.1	Description: WRITE ARGUMENTS TO SUPPORT CLAIMS WITH CLEAR REASONS AND RELEVANT EVIDENCE.			
	ACT/Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	Board Objective: I can write an argument suited to my audience using a formal style			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Students will write an argument to support a specific point of view and will support their arguments with clear information.</p> <p>Students will determine the central idea of a text, analyze that idea, find the supporting evidence for it within the text, and evaluate the quality of the evidence.</p> <p>Students will determine an author's point of view in an informational text</p> <p>-Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics</p>		<p>Large group: Read two informational pieces that argue oppopsites sides.As a class, evaluate the arguments presented and then as the teacher choose a side of the issue. Finally, model writing your own arguments expressing your points of view uding reasons and evidence from the informational piece..</p> <p>Small group of 2-4 Have students read two informational pieces that argue oppopsites sides. Together they will evaluate the arguments presented and then choose a side of the issue. They should use a highlighter to highlight reasons and evidence that supports their claim. Finally, they will write their own arguments expressing their points of view using the valid reasoning and sufficient evidence.</p> <p>Research project: Have students select an argument they would like to research from a preselected list of approved topics. Take them to the computer lab and library to research and find valid reasons and relevant and suffient evidence to support their claim. Then students should write their own argument expressing their points of view using the valid</p>		<p>Sample lesson plan: http://www.uen.org/Lessonplan/preview?LPid=31437 Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheet.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p>

	<p>reasoning and relevant and sufficient evidence they found that supports their claim.</p> <p>Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration</p>	<p>www.studyisland.com www.busyteachercafe.com</p>
VOCABULARY:		ESSENTIAL QUESTIONS:
<p>persuasive argument claim valid reasoning sufficient evidence fact opinion thesis</p>		<p>WHY IS IT IMPORTANT FOR A WRITER TO KNOW HIS/HER AUDIENCE? WHY DO PEOPLE WRITE TO PERSUADE OTHERS?</p>

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.1A	Description: INTRODUCE CLAIM(S) AND ORGANIZE THE REASONS AND EVIDENCE CLEARLY.		
	ACT/Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Board Objective: I can state claims and organize facts to support them. I can write using clear reasons to support my stance on topics.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Pre-assessment Timed Writing</p> <p>Students should write using clear reasons to support their stance on topics. Have students write arguments that support their opinion using clear reasons.</p> <p>Write a Persuasive essay/letter</p> <p>Formative Assessments: Timed writing/ journaling Conferencing Pro/Con T-chart Outline/graphic organizer Debates</p>	<p>Authors use persuasive writing to convince an audience of their viewpoint about an issue.</p> <p>Teaching strategies should include a variety of mini-lessons on persuasive writing, debates, timed writing, conferencing, and a final persuasive essay/letter</p> <p>Teacher should Introduce students to elements of persuasive writing and have students: Participating in peer debates using current events Analyze samples of persuasive arguments Examine informal/formal language Making effective word choice specific to topic Reading and evaluating mentor texts Create thesis and reasons Use graphic organizers to plan writing Write for a particular audience Identify facts and opinions and use each appropriately Generate ideas using outlines and graphic organizers Develop a thesis statement Use supporting evidence to develop an argument using facts and examples reference from experts, statistics, data, and anecdotal evidence. Consider counter points</p>	<p>Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busteachercafe.com</p>	

	<p>Use transitional words and phrases</p> <p>Structure an essay in standard format: introduction, body, conclusion</p> <p>Choose emotional powerful language to enhance their argument</p> <p>Incorporate persuasive techniques as appropriate to strengthen an argument</p> <p>Daily Café</p> <p>Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification <p>Small Group Collaboration</p>	
VOCABULARY:		ESSENTIAL QUESTIONS:
<p>persuasive</p> <p>argument</p> <p>claim</p> <p>valid</p> <p>reasoning</p> <p>sufficient</p> <p>evidence</p> <p>fact</p> <p>opinion</p> <p>thesis</p>	<p>HOW DOES WORD CHOICE CONTRIBUTE TO A STRONG ARGUMENT?</p> <p>WHY IS IT IMPORTANT FOR A WRITER TO KNOW HIS/HER AUDIENCE?</p> <p>WHY DO PEOPLE WRITE TO PERSUADE OTHERS?</p> <p>WHAT IS THE ROLE OF SUPPORTING EVIDENCE IN BUILDING AN ARGUMENT?</p>	

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.1B	Description: SUPPORT CLAIM(S) WITH CLEAR REASONS AND RELEVANT EVIDENCE, USING CREDIBLE SOURCES AND DEMONSTRATING AN UNDERSTANDING OF THE TOPIC OR TEXT			
	ACT/Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	Board Objective: I can write arguments using outside information from reliable sources to show my understanding of a topic			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
-write arguments in an essay using reliable sources to show understanding of a topic -find reliable outside sources to support my written arguments -demonstrate an understanding of a topic using reliable sources. -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics		Daily Café Teacher modeling writing centers journals Using Writer's Notebooks Independent research 6+1 writing traits Authors use persuasive writing to convince an audience of their viewpoint about an issue. Teaching strategies should include a variety of mini-lessons on persuasive writing, debates, timed writing, conferencing, and a final persuasive essay/letter Teacher should Introduce students to elements of persuasive writing and have students: -Participating in peer debates using current events -Analyze samples of persuasive arguments -Examine informal/formal language --Making effective word choice specific to topic -Reading and evaluating mentor texts -Create thesis and reasons -Use graphic organizers to plan writing -Write for a particular audience -Identify facts and opinions and use each		Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

	<p>appropriately</p> <ul style="list-style-type: none"> -Generate ideas using outlines and graphic organizers -Develop a thesis statement -Use supporting evidence to develop an argument using facts and examples reference from experts, statistics, data, and anecdotal evidence. -Consider counter points -Use transitional words and phrases -Structure an essay in standard format: introduction, body, conclusion -Choose emotional powerful language to enhance their argument -Incorporate persuasive techniques as appropriate to strengthen an argument 	
VOCABULARY:		ESSENTIAL QUESTIONS:
<p>credible</p> <p>reliable</p> <p>sources</p>	<p>WHY IS IT IMPORTANT TO HAVE CREDIBLE SOURCES?</p> <p>HOW CAN YOU SUPPORT YOUR CLAIM?</p>	

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.1c	Description: USE WORDS, PHRASES, AND CLAUSES TO CLARIFY THE RELATIONSHIPS AMONG CLAIM(S) AND REASONS.		
	ACT/Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Board Objective: I can use words and phrases to show how my thoughts relate to and support my opinions in writing.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Students should use words and phrases to show relationships in claims. clarify reasons that support their claim.</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 	<p>Café Strategies</p> <p>Expand Vocabulary: I know, find, and use interesting words.</p> <ol style="list-style-type: none"> Voracious reading Tune into interesting words and use new vocabulary in speaking and writing. Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Use prior knowledge and context to predict and confirm meaning Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries as tools (electronic or hard copy) <p>Authors use persuasive writing to convince an audience of their viewpoint about an issue.</p> <p>Teaching strategies should include a variety of mini-lessons on persuasive writing, debates, timed writing, conferencing, and a final persuasive essay/letter</p> <p>Teacher should Introduce students to elements of persuasive writing and have students: Participating in peer debates using current events</p>	<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>	

	<p>Analyze samples of persuasive arguments</p> <p>Examine informal/formal language</p> <p>Making effective word choice specific to topic</p> <p>Reading and evaluating mentor texts</p> <p>Create thesis and reasons</p> <p>Use graphic organizers to plan writing</p> <p>Write for a particular audience</p> <p>Identify facts and opinions and use each appropriately</p> <p>Generate ideas using outlines and graphic organizers</p> <p>Develop a thesis statement</p> <p>Use supporting evidence to develop an argument using facts and examples reference from experts, statistics, data, and anecdotal evidence.</p> <p>Consider counter points</p> <p>Use transitional words and phrases</p> <p>Structure an essay in standard format: introduction, body, conclusion</p> <p>Choose emotional powerful language to enhance their argument</p> <p>Incorporate persuasive techniques as appropriate to strengthen an argument</p> <p>Daily Café</p> <p>Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification <p>Small Group Collaboration</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	

clarify
relate

HOW DOES WORD CHOICE CONTRIBUTE TO A STRONG ARGUMENT?

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.1D	Description: ESTABLISH AND MAINTAIN A FORMAL STYLE.			
	ACT/Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	Board Objective: I can write an argument suited to my audience using a formal style.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Students should: create and hold to a certain style in their writing. understand formal style used for a specific audience in writing.</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 		<p>Daily Café Teacher modeling writing centers journals Using Writer's Notebooks Independent research 6+1 writing traits</p> <p>Authors use persuasive writing to convince an audience of their viewpoint about an issue.</p> <p>Teaching strategies should include a variety of mini-lessons on persuasive writing, debates, timed writing, conferencing, and a final persuasive essay/letter</p> <p>Teacher should Introduce students to elements of persuasive writing and have students: Participating in peer debates using current events Analyze samples of persuasive arguments Examine informal/formal language Making effective word choice specific to topic Reading and evaluating mentor texts Create thesis and reasons Use graphic organizers to plan writing Write for a particular audience Identify facts and opinions and use each</p>		<p>Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com www.busteachercafe.com</p>

	<p>appropriately</p> <p>Generate ideas using outlines and graphic organizers</p> <p>Develop a thesis statement</p> <p>Use supporting evidence to develop an argument using facts and examples reference from experts, statistics, data, and anecdotal evidence.</p> <p>Consider counter points</p> <p>Use transitional words and phrases</p> <p>Structure an essay in standard format: introduction, body, conclusion</p> <p>Choose emotional powerful language to enhance their argument</p> <p>Incorporate persuasive techniques as appropriate to strengthen an argument</p>	
VOCABULARY:		ESSENTIAL QUESTIONS:
<p>format</p> <p>style</p> <p>persuasive</p>	<p>HOW DOES MAINTAINING YOUR WRITING FORMAT STYLE HELP TO SUPPORT YOUR CLAIM?</p> <p>WHY IS IT IMPORTANT FOR A WRITER TO KNOW HIS/HER AUDIENCE?</p>	

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.1E	Description: PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM THE ARGUMENT PRESENTED.		
	ACT/Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Board Objective: I can write a conclusion that sums up my stance on an argument.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Students should end their writing with a statement that sums up their opinion on an argument.</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 	<p>Daily Café Teacher modeling writing centers journals Using Writer's Notebooks Independent research 6+1 writing traits</p> <p>Authors use persuasive writing to convince an audience of their viewpoint about an issue.</p> <p>Teaching strategies should include a variety of mini-lessons on persuasive writing, debates, timed writing, conferencing, and a final persuasive essay/letter</p> <p>Teacher should Introduce students to elements of persuasive writing and have students: Participating in peer debates using current events Analyze samples of persuasive arguments Examine informal/formal language Making effective word choice specific to topic Reading and evaluating mentor texts Create thesis and reasons Use graphic organizers to plan writing Write for a particular audience Identify facts and opinions and use each</p>	<p>Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com www.busteachercafe.com</p>	

	<p>appropriately</p> <p>Generate ideas using outlines and graphic organizers</p> <p>Develop a thesis statement</p> <p>Use supporting evidence to develop an argument using facts and examples reference from experts, statistics, data, and anecdotal evidence.</p> <p>Consider counter points</p> <p>Use transitional words and phrases</p> <p>Structure an essay in standard format: introduction, body, conclusion</p> <p>Choose emotional powerful language to enhance their argument</p> <p>Incorporate persuasive techniques as appropriate to strengthen an argument</p>	
VOCABULARY:		ESSENTIAL QUESTIONS:
<p>conclusion</p> <p>summarize</p>		<p>HOW WILL AN EFFECTIVE CONCLUSION SUPPORT MY ARGUMENT?</p>

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.2	Description: WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE A TOPIC AND CONVEY IDEAS, CONCEPTS, AND INFORMATION THROUGH THE SELECTION, ORGANIZATION, AND ANALYSIS OF RELEVANT CONTENT.			
	ACT/Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
	Board Objective: I can write informative/explanatory text that clearly convey my ideas and the information I gathered in an organized manner to my audience.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Provide writing assessments that allow students to demonstrate: (observations, writing in journals, quick writes after mini lessons.)</p> <ul style="list-style-type: none"> • I can develop a thesis. • I can create an organizing structure appropriate to purpose, audience, and context. • I can include accurate information from primary and secondary sources and exclude extraneous information. • I can make valid inferences. • I can support judgements with relevant and substantial evidence and well-chosen details. • I can use technical terms and notations correctly. • I can create a coherent conclusion. • I can use a variety of formatting, graphics, and/or technologies to enhance comprehension. • I can organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's ideas and 		<p>Daily Café</p> <p>Teach/review text structure:</p> <ul style="list-style-type: none"> • Description-The author describes a topic. • Sequence-The author uses numerical or chronological order to list items or events. • Compare/contrast-The author compares and contrasts two or more similar events, topics, or objects. • Cause/effect-The author delineates one or more causes and then describes the ensuing effects. • Problem/solution-The author poses a problem or question and then gives the answer. <p>• Introduce an organizational pattern-The teacher introduces the signal words and phrases that identify each text structure and gives students a graphic organizer for each pattern.</p> <p>• Give students opportunities to work on the text-The teacher provides the students with chances to analyze the text structures in informational books, not stories. At this stage, students learn the signal words and phrases in the text that identify each text pattern. They also may use graphic organizers to illustrate these patterns.</p> <p>• Invite students to write paragraphs using each text structure pattern-The students' first writing activity</p>		<p>Graphic Organizers http://www.teachervision.fen.com/graphic-organizers/printable/6293.html</p> <p>Signal words and phrases: http://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Farea1sixth.wikispaces.com%2Ffile%2Fview%2FEL-7%2BSignal%2BWords%2B_Phrases.doc</p> <p>Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p>

<p>the ideas of others, and include citations.</p>	<p>should be a whole-class activity, followed by small-group, partner, and independent writing activities. This involves selecting a topic and using a graphic organizer to plan the paragraphs. Finally, the students write a rough draft using signal words and phrases for the text structure, revise, and edit the paragraph to produce the final product. The teacher can then repeat these steps for each of the five text structures to ensure a comprehensive text structure coverage.</p> <p>Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration</p>	<p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>definition classification compare and contrast cause and effect headings graphics charts tables multimedia</p>	<p>WHAT ROLE DOES ORGANIZATION PLAY IN WRITING AN INFORMATIVE/EXPLANATORY TEXT?</p>	

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.2A	Description: INTRODUCE A TOPIC; ORGANIZE IDEAS, CONCEPTS, AND INFORMATION, USING STRATEGIES SUCH AS DEFINITION, CLASSIFICATION, COMPARISON/CONTRAST, AND CAUSE/EFFECT; INCLUDE FORMATTING (E.G., HEADINGS)GRAPHICS(E.G., CHARTS, TABLES), AND MULTIMEDIA WHEN USEFUL		
	ACT/Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
	Board Objective: I can write in a clear, organized manner, which presents my topic in a variety of formats that effectively communicates my ideas and reasons to my reader.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<p>Students should:</p> <ul style="list-style-type: none"> -introduce a topic clearly, organize ideas, and group information logically -use helpful formatting, illustrations, and multimedia to help the reader understand their topic and ideas -use definition, classification, comparison/contrast, and cause/effect to prove their points <p>Writing samples including persuasive essays and cause and effects papers</p> <p>power point presentations of their selected topic</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations 		<p>The teacher should present examples of proper use of definitions, classification, compare/contrast, cause/effect, headings, graphics, charts, and tables being used in articles in print and online.</p> <p>Have students select a topic and research it using pre-made graphic organizers and outlines to produce a Power Point Presentation. The teacher should post a writing rubric and discuss the requirements within the rubric.</p> <p>Requirements should include, selecting compare/contrast or cause/effect, use of organization tools, definitions, proper headings, graphics, charts, and tables and relevant supportive examples, facts, and information to support their topic.</p> <p>Daily Café</p> <p>Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize 	<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

Writing Rubrics	-Monitor Clarification Small Group Collaboration	
VOCABULARY:		ESSENTIAL QUESTIONS:
definition classification compare and contrast cause and effect headings graphics charts tables multimedia	WHY IS IT IMPORTANT TO EFFECTIVELY COMMUNICATE YOUR IDEAS TO YOUR AUDIENCE? HOW IMPORTANT IS IT TO ORGANIZE YOUR THOUGHT, IDEAS, AND INFORMATION THAT SUPPORTS YOUR TOPIC?	

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.2B	Description: DEVELOP THE TOPIC WITH RELEVANT FACTS, DEFINITIONS, CONCRETE DETAILS, QUOTATIONS, OR OTHER INFORMATION AND EXAMPLES.		
	ACT/Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
	Board Objective: I can include relevant facts, definitions, specific quotations, and other information to support my topic.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Students should identify facts, definitions, specific quotations, and information that is relevant to the topic understand that they need to select information on the topic carefully, including only that which is relevant</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations <p>Writing Rubrics</p>	<p>Large group: Pass out packets with an article to discuss about a specific topic, a fill- in- the blank outline, and a question and answer sheet along with a highlighter.</p> <ol style="list-style-type: none"> 1.As a class, the teacher should select a topic and post what key questions need to be answered as the article is read. 2. Instruct students that as you read the article they should follow along and highlight relevant facts, definitions, concrete details, quotes, and other examples that specifically relate to the topic and only the questions that need answering. 3. Read the article aloud and stop periodically, giving cues, asking and answering questions, and allowing students to discuss what important, topic related, specific information, should be highlighted to support the topic being discussed. 4. As an exit slip activity, have students partner into groups of four and work together to fill in the outline about the topic and discuss the answers to the questions using the highlighted information in the article. Each person should turn in a completed outline and questions and answer sheet. 5. The following day review the information and have students write about the topic individually, using the highlighted information and examples. 	<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busteachercafe.com</p>	

	<p>Tip: be sure to pick an interesting topic that peaks the interests of your students and engages them so this teaching strategy is effective.</p> <p>Marzano Strategy: Cues, Questions, and Advance Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience. Applications: * Pause briefly after asking a question. Doing so will increase the depth of your students' answers. * Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.</p> <p>Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	

facts
relevant information
quotations
definitions
concrete details

WHAT IS THE IMPORTANCE OF HAVING RELEVANT INFORMATION AND EXAMPLES

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.2c	Description: USE APPROPRIATE TRANSITIONS TO CLARIFY THE RELATIONSHIPS AMONG IDEAS AND CONCEPTS.		
	ACT/Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
	Board Objective: I can clarify relationships between ideas and concepts using appropriate transitions.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Students should write and: link thoughts using words, phrases, and clauses (transitions). know what transitions are and how to use them in writing</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations <p>Writing Rubrics</p>	<p>Create a set of cards with transition words and another set of cards with concepts and ideas that are related. Have students walk around looking for their matching pair and then write those on chart paper to provide visual everyday examples of transition words in proper use.</p> <p>Also, have students write some of the examples down in their writer's notebook or journal</p> <p>Daily Café Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification <p>Small Group Collaboration</p>	<p>Transition words: http://writing.wisc.edu/Handbook/Transitions.html Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>	

		www.busyteachercafe.com	
VOCABULARY:		ESSENTIAL QUESTIONS:	
transitions		HOW DOES APPROPRIATE WORD CHOICE IMPACT OUR WRITING?	

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.2D	Description: USE PRECISE LANGUAGE AND DOMAIN-SPECIFIC VOCABULARY TO INFORM ABOUT OR EXPLAIN THE TOPIC.			
	ACT/Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
	Board Objective: I can write with appropriate, topic-specific vocabulary in order to share my understanding of the topic with my reader.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Students should:</p> <ul style="list-style-type: none"> -identify the important terms relevant to their topic -use precise language to sharpen their ideas and show their understanding of the topic -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 		<p>Students should research their topic and highlight important topic related vocabulary that they can incorporate into their own writing to inform their audience about their topic.</p> <p>Daily Café</p> <p>Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification <p>Small Group Collaboration</p>		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
VOCABULARY:			ESSENTIAL QUESTIONS:	

precise
specific
inform
explain
relevant

HOW DOES WORD CHOICE BETTER INFORM YOUR AUDIENCE?

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.2E	Description: ESTABLISH AND MAINTAIN A FORMAL STYLE			
	ACT/Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
	Board Objective: I can write my ideas, concepts, and information in a formal style appropriate for my audience.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Students Should: understand the difference between a formal and informal style of writing and know when to use each.</p> <p>Journal Provide writing samples of both formal and informal styles -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics</p>		<p>Daily café Mini Lessons Model Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration</p>		<p>Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busteachercafe.com</p>
VOCABULARY:			ESSENTIAL QUESTIONS:	

formal writing informal writing	HOW DOES MAINTAINING YOUR WRITING FORMAT STYLE HELP TO CONVEY YOUR THOUGHTS AND IDEAS MORE CLEARLY? WHY IS IT IMPORTANT FOR A WRITER TO KNOW HIS/HER AUDIENCE?
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GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.2f	Description: PROVIDE A CONCLUDING STATEMENT OR SECTION THAT FOLLOWS FROM THE INFORMATION OR EXPLANATION PRESENTED.			
	ACT/Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
	Board Objective: I can write a conclusion when I write informative text I can arrive at and develop an effective conclusion.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>I can reinforce my organization with an effective conclusion supporting the explanation.</p> <p>Students should complete short research projects and write conclusions in the particular format style.</p> <p>-Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics</p>		<p>Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration</p>		<p>Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com</p>
VOCABULARY:			ESSENTIAL QUESTIONS:	

conclusion

WHAT IS THE ROLE OF THE CONCLUSION PARAGRAPH?

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.3	Description: WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, RELEVANT DESCRIPTIVE DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.		
	ACT/Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences		
	Board Objective: I can create well-structured narratives which include descriptive details and a well-structured plot.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Write narratives using relevant descriptive details and proper sequence</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 	<p>Teach about personification in writng. Provide examples and have studentt develop and create their own.</p> <p>Creative: Pre-print multiple story parts that include a beginning, middle, and end of a narrative, pre-print supporting descriptive details and have students work in small groups to match the parts of the story together, in order, with the correct sporting details.</p> <p>Have students create and write their own descriptive narratives. Make a class book with finished products.</p> <p>Daily Café Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification 	<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>	

	Small Group Collaboration	
VOCABULARY:	ESSENTIAL QUESTIONS:	
plot sequence detail	WHY IS IT IMPORTANT TO HAVE DETAILS IN A STORY? DOES THE PLOT NEED TO BE IN SEQUENCE?	

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.3A	Description: ENGAGE AND ORIENT THE READER BY ESTABLISHING A CONTEXT AND INTRODUCING A NARRATOR AND/OR CHARACTERS; ORGANIZE AN EVENT SEQUENCE THAT UNFOLDS NATURALLY AND LOGICALLY.		
	ACT/Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	Board Objective: I can engage my reader by introducing context, narrators, and characters in a logical sequence that unfolds naturally.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Project: Fold a large piece of construction paper into 4-6 parts. Have students create, write, and illustrate a narrative using each square and write captions. title,s and headings that show they understand how to engage the reader, establish context, introduce narrators and characters, and organize it all sequentially and logically.</p> <p>Writing rubric</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations <p>Writing Rubrics</p>	<p>Daily Café</p> <p>Teach mini lessons that instruct or provide examples of</p> <ul style="list-style-type: none"> • how to engage the reader. • establish context. • introduce narrators and characters • organization using sequence and logic <p>Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification <p>Small Group Collaboration</p>	<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>	

VOCABULARY:	ESSENTIAL QUESTIONS:
context narrator character logical sequence	WHAT ARE THE PARTS OF A STORY? WHY DO WE WANT TO ENAGE OUR AUDIENCE? WHAT ROLE DOES A NARRATOR PLAY IN A STORY?

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.3B	Description: USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE, PACING, AND DESCRIPTION, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.		
	ACT/Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	Board Objective: I can use narrative techniques in my writing to develop the characters and the plot.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Write a narrative using narrative techniques (dialogue, pacing, description). Write a narrative using those techniques to develop experiences, events and characters.</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 	<p>Mini lessons on:</p> <p>dialogue:expose students to different kinds of dialogue and have them write and read their dialogue out loud (dialogue in stories, plays, poems, and comics)</p> <p>pacing</p> <p>description</p> <p>Allow students to use graphic organizers to come up with a narrative. They should include, title, subject, characters and their description, 2-3 events, and setting. Then have student write their narrative using their graphic organizer. Instruct them to add natural dialogue.</p> <p>Daily Café</p> <p>Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration 	<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>	

VOCABULARY:	ESSENTIAL QUESTIONS:
dialogue description pacing details	HOW CAN DIALOGUE ADD TO A STORY? WHAT TECHNIQUES HELP TO DEVELOP THE CHARACTERS AND THE PLOT?

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.3c	Description: USE A VARIETY OF TRANSITION WORDS, PHRASES, AND CLAUSES TO CONVEY SEQUENCE AND SIGNAL SHIFTS FROM ONE TIME FRAME OR SETTING TO ANOTHER.		
	ACT/Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	Board Objective: I can use transitional words and phrases to show sequence of events, and shifts in time frame and setting in my writing.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Students should be able to identify and use</p> <ul style="list-style-type: none"> -transition words, phrases and clauses as they relate to writing. -transitions to convey changes in their writing. <p>-Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics</p>	<p>Teach a mini lesson on the use of transitional words</p> <p>Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration</p>	<p>Transitional words, phrases, shifts in time frame https://www.internet4classrooms.com/grade_level_help/writing_transition_language_arts_sixth_6th_grade.htm</p> <p>Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p>	

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VOCABULARY:		ESSENTIAL QUESTIONS:
transitional words time frame		HOW DOES WORD CHOICE CONTRIBUTE TO A STRONG NARRATIVE?

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.3D	Description: USE PRECISE WORDS AND PHRASES, RELEVANT DESCRIPTIVE DETAILS, AND SENSORY LANGUAGE TO CONVEY EXPERIENCES AND EVENTS			
	ACT/Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
	Board Objective: I can use precise words and phrases and meaningful descriptive details, along with sensory language, to convey experiences and events.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Students should write a narrative:</p> <ul style="list-style-type: none"> -using precise words and phrases. - understanding relevant descriptive details. -using sensory language to express experiences and events. <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 		<p>Allow students to read a paragraph lacking sensory details and one rich in description. Have them compare and contrast the two and then write their own paragraph rich in detail and sensory language.</p> <ul style="list-style-type: none"> Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration 		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

VOCABULARY:	ESSENTIAL QUESTIONS:
sensory language	HOW DO DETAILS SUPPORT THE STORY?

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.3E	Description: PROVIDE A CONCLUSION THAT FOLLOWS FROM THE NARRATED EXPERIENCES OR EVENTS.			
	ACT/Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
	Board Objective: I can create narratives including appropriately sequenced events and a conclusion.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
Write a conclusion to a narrative. -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics		Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration		Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

narrative
summary
conclusion

WHY IS IT IMPORTANT TO SUMMARIZE YOUR STORY AT THE END?
WHY SHOULD YOUR CONCLUSION MATCH THE EVENTS THAT TOOK PLACE IN THE STORY?

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.4	Description: PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (GRADE-SPECIFIC EXPECTATIONS FOR WRITING TYPES ARE DEFINED IN STANDARDS 1–3 ABOVE.)		
	ACT/Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	Board Objective: I can produce writing that is clearly organized and appropriate to task, purpose, and audience.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
-Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics	Students should: pay attention to development, organization, and style. understand task, purpose, and audience. know how and when to write and produce arguments, informative/explanatory texts and narratives Daily Café Have students complete short research projects that allow them to produce each style of writing (argument, informative/explanatory, and narratives) Writer's Workshop mini lessons: Review/teach author's purpose knowing your audience Writing Centers Teach 6+1 Writing Straits: •Ideas, the main message; •Organization, the internal structure of the piece; •Voice, the personal tone and flavor of the author's message; •Word Choice, the vocabulary a writer chooses to	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com	

	<p>convey meaning;</p> <ul style="list-style-type: none"> •Sentence Fluency, the rhythm and flow of the language; •Conventions, the mechanical correctness; and •Presentation, how the writing actually looks on the page. <p>-Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration</p>	
VOCABULARY:		ESSENTIAL QUESTIONS:
task, purpose, audience, development, organization, style, coherent		<p>WHY IS IT IMPORTANT TO UNDERSTAND YOUR TASK, PURPOSE, AND AUDIENCE?</p> <p>HOW DO YOU PRODUCE CLEARLY ORGANIZED WRITING?</p>

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.5	Description: WITHSOMEGUIDANCEANDSUPPOR FROMPEER ANDADULTS,DEVELOPANDSTRENGTHENWRITINGASNEEDED BY PLANNING, REVISING, EDITING,REWRITING,ORTRYINGANEW APPROACH. (EDITING FOR CONVENTIONS SHOULD DEMONSTRATE COMMAND OF LANGUAGESTANDARDS 1–3 UP TO ANDINCLUDINGGRADE 6.		
	ACT/Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
	Board Objective: I can use the writing process, with help from my peers and adults, to improve my writing.		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Free Write Timed Writing Daily Journal Entries Observations during writing workshop writing rubrics observations checklists	Review/Teach Writing Process: STEP 1: PREWRITING THINK <ul style="list-style-type: none"> •Decide on a topic to write about. •Consider who will read or listen to your written work. •Brainstorm ideas about the subject. •List places where you can research information. •Do your research. STEP 2: DRAFTING WRITE <ul style="list-style-type: none"> •Put the information you researched into your own words. •Write sentences and paragraphs even if they are not perfect. •Read what you have written and judge if it says what you mean. •Show it to others and ask for suggestions. STEP 3: REVISING MAKE IT BETTER <ul style="list-style-type: none"> •Read what you have written again. •Think about what others said about it. •Rearrange words or sentences. 		6+1 writing Traits http://educationnorthwest.org/resource/503 Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org

	<ul style="list-style-type: none"> •Take out or add parts. •Replace overused or unclear words. •Read your writing aloud to be sure it flows smoothly. <p>STEP 4: PROOFREADING MAKE IT CORRECT</p> <ul style="list-style-type: none"> •Be sure all sentences are complete. •Correct spelling, capitalization, and punctuation. •Change words that are not used correctly. •Have someone check your work. •Recopy it correctly and neatly. <p>STEP 5: PUBLISHING SHARE THE FINISHED PRODUCT</p> <ul style="list-style-type: none"> •Read your writing aloud to a group. •Create a book of your work. •Send a copy to a friend or relative. •Put your writing on display. •Illustrate, perform, or set your creation to music. •Congratulate yourself on a job well done! <p>Model Guided Writing Shared Writing Writing Workshop Peer Editing Small groups Writing Circles Conferencing</p> <p>Use 6+1 Writing Straits:</p> <ul style="list-style-type: none"> •Ideas, the main message; •Organization, the internal structure of the piece; •Voice, the personal tone and flavor of the author's message; •Word Choice, the vocabulary a writer chooses to convey meaning; 	<p>www.studyisland.com www.busyteachercafe.com</p>
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- Sentence Fluency, the rhythm and flow of the language;
- Conventions, the mechanical correctness; and
- Presentation, how the writing actually looks on the page.

Assign students a writing assignment and give them a timeline to follow the writing process to complete the assignment with due dates and daily points.

Conference daily with students.

Sample Timeline

Check-off	Due date	Description
Points		
_____ Due _____		Brainstorming session 1
(25 daily points)		
_____ Due _____		Choose a topic
(25 daily points)		
_____ Due _____		Brainstorming session 2
(25 daily points)		
_____ Due _____		Graphic organizer
(50 daily points)		
_____ Due _____		First draft
(100 daily points)		
_____ Due _____		Peer revision conference 1
(25 daily points)		
_____ Due _____		Second draft
(50 daily points)		
_____ Due _____		Peer revision/editing

	<div>conference 2 (25 daily points)</div> <div>_____ Due _____ Final draft</div>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
prewrite, draft, revise, edit, publish, writing process	WHAT ARE THE FIVE STEPS IN THE WRITING PROCESS?	

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.6	Description: USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE AND PUBLISH WRITING AS WELL AS TO INTERACT AND COLLABORATE WITH OTHERS; DEMONSTRATE SUFFICIENT COMMAND OF KEYBOARDING SKILLS TO TYPE A MINIMUM OF THREE PAGES IN A SINGLE SITTING.		
	ACT/Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
	Board Objective: I can use technology including the internet to produce writing and work with others. I can keyboard a minimum of three pages in one sitting.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Short research projects: Students should also complete research using the internet to write: compare/contrast, cause/effect, and persuasive writing samples.</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 	<p>Teach students how to use Track Changes in Word. Then have them work together in pairs on a writing assignment using the writing process. Once they reach the editing process they can email each other their changes made to the document using track changes.</p> <p>Have Students Type rough drafts, revisions, and final products using the computer for writing assignments.</p> <p>If computers are available, have students practice keyboarding for at least 12 minutes during each visit to the computer lab.</p> <p>Daily Café Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize 	<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>	

	-Monitor Clarification Small Group Collaboration	www.busyteachercafe.com
VOCABULARY:		ESSENTIAL QUESTIONS:
publish produce collaborate		HOW DOES TECHNOLOGY SUPPORT THE WRITING PROCESS?

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.7	Description: CONDUCT SHORT RESEARCH PROJECTS TO ANSWER A QUESTION, DRAWING ON SEVERAL SOURCES AND REFOCUSING THE INQUIRY WHEN APPROPRIATE.			
	ACT/Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
	Board Objective: I can answer a question in a short research project by drawing on several sources and refocusing (changing) the inquiry (question) when necessary.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Complete short research projects based on preselected questions and write cause/effect and persuasive essays, as well as explanatory and informative texts.</p> <ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 		<p>Students should:</p> <ul style="list-style-type: none"> use several sources when seeking to answer a question through a short research project. refocus the inquiry (question) when appropriate. <p>Daily Café Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration 		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

VOCABULARY:	ESSENTIAL QUESTIONS:
sources inquiry	WHAT IS THE VALUE OF HAVING SEVERAL SOURCES THAT SUPPORT YOUR TOPIC?

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.8	Description: GATHER RELEVANT INFORMATION FROM MULTIPLE PRINT AND DIGITAL SOURCES; ASSESS THE CREDIBILITY OF EACH SOURCE; AND QUOTE OR PARAPHRASE THE DATA AND CONCLUSIONS OF OTHERS WHILE AVOIDING PLAGIARISM AND PROVIDING BASIC BIBLIOGRAPHIC INFORMATION FOR SOURCES		
	ACT/Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
	Board Objective: I can check multiple print and digital sources for relevant information and reliability and give credit for sources used in my writing.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Students should write a research paper and not plagiarize. They should use their own words to express someone else's ideas, data, and conclusions, using quotation marks when copying words from their sources.</p> <p>-Give a multiple choice assesment on proper citing usage.</p> <p>-Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics</p>	<p>Things students need to know:</p> <ul style="list-style-type: none"> •In a writing project use multiple sources to gather information. •check (assess) the reliabilty of my sources. •paraphrase (use my own words) when using data and conslusions of sources. •use quotation marks when using words which were written by the sources. •do not copy someone else's words, avoid plagiarism. •know the form to provide basic bibliographic information for sources <p>A bibliography is an additional page of a research report where the author cites sources used in the paper. This ensures the author is not plagiarizing information and that credit is given to those writers.</p> <p>Model how to cite books, magazines, and internet sources. Give students scrambled sources and have them format them correctly to create a bibliography. Also, create an anchor chart to post in class for future reference.</p> <p>Daily Café Think-Pair Share</p>	<p>Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheet.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com www.busyteachercafe.com</p>	

	<ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification <p>Small Group Collaboration</p>	
VOCABULARY:		ESSENTIAL QUESTIONS:
Bibliography, cite sources, plagiarism, paraphrase, credibility		<p>WHEN SHOULD YOU USE A BIBLIOGRAPHY?</p> <p>HOW DO YOU KNOW WHEN A SOURCE IS CREDIBLE?</p>

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.9	Description: DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.			
	ACT/Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	Board Objective: I can draw evidence from a variety of texts to support my analysis, reflection, and research.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
Students should write and - draw evidence from literary or informational texts. -support analysis, reflection, and research -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics		Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration		Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Analysis, reflection, research

WHAT IS THE ROLE OF SUPPORTING EVIDENCE?

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.9A	Description: APPLY GRADE 6 READING STANDARDS TO LITERATURE (E.G., "COMPARE AND CONTRAST TEXTS IN DIFFERENT FORMS OR GENRES [E.G., STORIES AND POEMS; HISTORICAL NOVELS AND FANTASY STORIES] IN TERMS OF THEIR APPROACHES TO SIMILAR THEMES AND TOPICS").		
	ACT/Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	Board Objective: I can compare and contrast texts from different genres that have similar themes and topics.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Venn Diagrams -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics	Grade 6 Reading Standards to Literature: Key Ideas and Details RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Craft and Structure RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com	

	<p>Integration of Knowledge and Ideas</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Daily Café</p> <p>Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification <p>Small Group Collaboration</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	

compare and contrast
genre

WHAT IS THE ROLE OF SUPPORTING EVIDENCE WHEN GATHERING RESEARCH?

GRADE: 6	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.9B	Description: APPLY GRADE 6 READING STANDARDS TO LITERARY NONFICTION (E.G., "TRACE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, DISTINGUISHING CLAIMS THAT ARE SUPPORTED BY REASONS AND EVIDENCE FROM CLAIMS THAT ARE NOT").		
	ACT/Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	Board Objective: I can trace and evaluate an argument and distinguish claims that are supported by evidence and those that are not.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics 	<p>Students should trace and evaluate arguments and claims.</p> <ul style="list-style-type: none"> -distinguish between claims that are supported. -recognize claims that are not supported by evidence. <p>Review fact and opinion</p> <p>Daily Café</p> <p>Think-Pair Share</p> <ul style="list-style-type: none"> -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification <p>Small Group Collaboration</p>	<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheet.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>	

VOCABULARY:	ESSENTIAL QUESTIONS:
evidence, fact and opinion	WHAT IS THE DIFFERENCE BETWEEN FACT AND OPINION? HOW CAN YOU SUPPORT A CLAIM IN YOUR WRITING?

GRADE: 6		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.6.10	Description: WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF DISCIPLINE-SPECIFIC TASKS, PURPOSES, AND AUDIENCES.			
	ACT/Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
	Board Objective: I engage in the writing process and am able to write for different purposes and audiences			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
-Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations Writing Rubrics		Students should <ul style="list-style-type: none"> •understand the writing process (pre-write, draft, edit, revise, publish) •write for different purposes and audiences Daily Café Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Writer's Notebooks -interactive websites -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration		Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com Various Trade Books -Performance Series Resources

		-Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:	ESSENTIAL QUESTIONS:	
writing process purpose audience	WHAT ARE THE FIVE STEPS IN THE WRITING PROCESS?	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.1	Description: CITE TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.			
	ACT/Anchor Standard: . 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text.			
	Board Objective: I can use textual evidence to create and explore predictions.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
Provide students with a passage and three different colored highlighters or colored pencils. Students are to underline or highlight the main idea, explicit evidence, and any implicit evidence. Students could also write their inferences in the margin based on the implicit evidence. Grouping: individual Provide students with a passage. Have students take a piece of paper and make two columns on their paper. They are to write inferences at the top of the left column and evidence from passage at the top of the right column. While reading the passage, have students stop at various points to make an inference and provide the evidence from the passage to support it and		Two-Column Notes. T-notes provide students with the opportunity to use to cite evidence/take notes while listening or reading. Generally, students divide a sheet of notebook paper in half. While listening or reading, students record evidence (e.g., record the evidence from the text that tells you the author is biased) in the right column. In the left column, students can make inferences, ask questions, or draw pictures to clarify their evidence. See freeology and reading lady graphic organizers (Sanda, Havens, & Maycumber, 1988). Inferencing Questions Marzano suggests teachers pose four questions to students to facilitate a discussion about making inferences (Marzano, 2010) What is my inference? This question helps students become aware that they have just made an inference by filling in information that was not directly stated in the text. What information did I use to make this inference? It is important for students to understand the various types of information they use to make inferences. This may		Santa, C. M., Havens, L. T., & Maycumber, E. M. (1988). Project CRISS—Creating independence through student-owned strategies. Kendall/Hunt. Oczuks, L. (2003). Reciprocal teaching at work: Strategies for improving reading comprehension . Newark, DE: International Reading Association. -Various Trade Books -Performance Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed)

<p>record on their graphic organizer. (This can be completed on chart paper if the students are working in small groups.)</p> <p>Grouping: small, partner, or individual</p> <p>Formative Assessment Tip. Feedback is provided and recorded on artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p>	<p>include information presented in the text, or it may be background knowledge that a student brings to the learning setting.</p> <p>How good was my thinking?</p> <p>Once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process — examining the validity of their thinking.</p> <p>Do I need to change my thinking?</p> <p>The final step in the process is for students to consider possible changes in their thinking. The point here is not to invalidate students' original inferences, but rather to help them develop the habit of continually updating their thinking as they gather new information.</p> <p>Generating and Testing Hypotheses</p> <p>Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.</p> <p>Applications:</p> <ul style="list-style-type: none"> * Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed. * Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work. 	<p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Key Ideas</p> <p>Details</p> <p>Inferences</p> <p>Predictions</p>	<p>WHAT CAN I INFER BASED ON THE TEXT?</p> <p>HOW DO I MAKE PREDICTIONS BASED ON WHAT WAS READ?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
CODE: RI.6.2	Description: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments			
	ACT/Anchor Standard: . Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
	Board Objective: I can determine the difference between fact and opinion.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Word Splash.</p> <p>Create an observation checklist rubric based on the text selected to determine if each student has used details from the text to accurately convey the central theme.</p> <p>Delete, Substitute, Keep</p> <p>. Collect the Delete, Substitute, Keep assignment. Create a rubric based on the text selected for the lesson. Use the rubric to determine if students have mastery of the stated objective.</p> <p>Fact or opinion</p> <p>. After reading a selected text, have students create a table listing facts from the text on one side and opinions mentioned or inferred in the text on the other side. Use classroom observations to determine mastery.</p> <p>Formative Assessment Tip.</p> <p>"Often a single assessment is used for multiple purposes; in general, however, the more purposes a single assessment</p>		<p>Word Splash</p> <p>1.Read through the text and decide on key words, phrases and concepts in the text that will give students ideas of what the text is about or words that may need further clarification.</p> <p>2.Type or write, then copy for individual students or small groups.</p> <p>3.Once distributed,allow students a few minutes to read through the text and discuss listed words and phrases with others. They may ask others for clarification, or to elaborate some items. Allow them to make predictions about the central idea of the text in their groups.</p> <p>4.Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small group</p> <p>Delete, Substitute, Keep.</p> <p>Basic Summarization in 3 Steps (Marzano, Pickering and Pollock, 2001).</p> <p>1.Deleting information-</p> <p>Draw a line through anything that seems trivial or frivolous, such as adjectives, similar examples, and transition words. Draw a line through anything</p>		<p>Boyles, N. (2004).</p> <p>Constructing meaning through kid-friendly comprehension strategy instruction. Gainesville, FL: Maupin House Publishing, (pp. 173-174).</p> <p>Oczuks, L. (2003). Reciprocal teaching at work: Strategies for improving reading comprehension . Newark, DE: International Reading Association.</p> <p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p>

<p>aims to serve, the more each purpose will be compromised” (Pelligrino, Chudowsky, Glaser, 2001).</p>	<p>that is redundant or repetitive.</p> <p>2. Substituting information</p> <p>-</p> <p>Replace specific terms with general terms. For example, if the original text lists “flies, honeybees, mosquitoes, and moths”, the student might substitute “flying insects.”</p> <p>3. Keeping information - Determine a good topic sentence for the material. Just about every topic sentence contains a subject and the author’s claim about it. Knowing what to delete, substitute, and keep is an integral part to writing an effective summary. Teachers should model the process for students and provide numerous practice items.</p>	<p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>- main idea</p> <p>- Fact and Opinion</p>	<p>WAS THE MAIN IDEA A FACT OR OPINION?</p> <p>WHAT IS THE DIFFERENCE BETWEEN A FACT AND OPINION?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.3	Description: ANALYZE IN DETAIL HOW A KEY INDIVIDUAL, EVENT, OR IDEA IS INTRODUCED, ILLUSTRATED, AND ELABORATED IN A TEXT (E.G., THROUGH EXAMPLES OR ANECDOTES).			
	ACT/Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas			
	Board Objective: I can infer the main idea from a text through given examples.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Stop-N-Think. Students convert their completed graphic organizer into a written summary or essay citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. Students give and receive timely objective feedback resulting in targeted learning opportunities based on assessment results.</p> <p>Trailing the Text. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>Small Group Discussions. After students read the text, in small groups they create a list of the key</p>		<p>Stop-N-Think. Teach students the purpose of Stop-N-Think. Studies suggest that the brain can only pay attention for so long before it needs to “stop and think,” in order to better process learning (Jensen and Nickelsen, 2003).</p> <p>1.The Stop-N-Think provides students a graphic organizer to help them process their learning while they are reading informational texts. Students may write words, phrases, or sentences. They may also draw pictures to help them process and keep track of information. Size of “chunks” will vary based on the student. The text should be “chunked” based on students ability to stay focused.</p> <p>2.The stops can be used to analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text. Students will need to be directed at each stop as to what they are to analyze.</p> <p>Trailing the Text. Trailing the Text is similar to Stop-N-Think but instead of a note-taking device, the student is looking for specific details of what an author has written to explain a key individual, event or idea. The teacher picks five or six good stopping points in the text. This can be marked by page numbers on a graphic organizer. Students are to analyze in detail</p>		<p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>

<p>ideas and supporting evidence from the text. As small group discussions ensue, the teacher listens intently to ensure explanations are supported by clear evidence. Informal assessment is continual and result in targeted learning opportunities for students. After the key ideas and supporting evidence are determined, students create a new introduction to the text in alignment with the authors meaning and tone</p>	<p>at each stop (using notes, key words, pictures, etc. .) how a key individual, event or idea is introduced, illustrated and elaborated in a text. Teachers should assign the chunks based on places in the text in which the author introduces, illustrates or elaborates the topic. For the first chunk, have students preview informational text by looking at graphics and reading the title, as well as scanning the introductory paragraph. This will provide them information for how the topic is introduced.</p>	<p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>-Main idea examples anecdotes inferences</p>	<p>HOW DO I FIND OUT THE MAIN IDEA IN A TEXT? WHAT CLUES CAN WE USE TO FIND THE MAIN IDEA?</p>	

GRADE: 6th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.4	Description: CITE TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT		
	ACT/Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
	Board Objective: I can use context clues as textual evidence to determine the meaning of words.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Building Academic Vocabulary. Students give a description, explanation, or example of the new term in his/her own words. Using an observation checklist, feedback is provided with regards to accuracy in description, explanation, or example given. Students then draw a picture, create a symbol, or locate a graphic to represent the new term. In small groups, students share their picture, symbol, or graphic during a game a charades with their group. Each group will designate a recorder to document the results of the game. Mapping the Meaning. Upon completion of the activity, students provide written answers to text dependent questions to display their level of comprehension. The authors of the Common Core State Standards, through Student Achievement Partners, have created a guide for</p>	<p>Building Academic Vocabulary Dr. Robert Marzano describes a six-step process in the instruction of vocabulary. The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner with opportunities to practice skills and reinforce their learning. (Marzano, 2005). 1. The teacher gives a description, explanation, or example of the new term. 2. The teacher asks the learner to give a description, explanation, or example of the new term in his/her own words. 3. The teacher asks the learner to draw a picture or symbol, or to locate a graphic to represent the new term. 4. The learner will participate in activities that encourage a deeper understanding of the words in their vocabulary notebooks (graphic organizer). 5. The learner will discuss the term with other learners. 6. The learner will participate in games that provide more reinforcement of the new term. Mapping the Meaning The teacher takes a significant word from an</p>	<p>-Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>	

<p>developing text dependent questions. It can be accessed online or by clicking the link below.</p>	<p>essay/article and places the word in the middle of a graphic organizer. Students provide the teacher with images, emotions or feelings (connotations) as well as definitions (denotations) of the word. The class discusses why the author has chosen that specific word and how it changes the meaning and tone of the article/essay. This shows students how word choice is deliberate and impacts the meaning of the text (Adapted from Stahl. 2005)</p>	<p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Inference Context Figurative Connotative</p>	<p>HOW CAN I USE TEXT TO DISCOVER THE MEANING OF WORD OR PHRASE?</p>	

GRADE: 6th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.5	Description: ANALYZE HOW A PARTICULAR SENTENCE, PARAGRAPH, CHAPTER, OR SECTION FITS INTO THE OVERALL STRUCTURE OF A TEXT AND CONTRIBUTES TO THE DEVELOPMENT OF THE IDEAS.		
	ACT/Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
	Board Objective: I can analyze how a part of text relates to the text as a whole		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Formative Assessment Tip. Feedback is provided and recorded on the following suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <p>1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension.</p> <p>2. Students explain how a particular sentence, paragraph, chapter, or section fits into the overall structure</p>	<p>Text Structure. Text structure refers to how the information within a written text is organized. This strategy helps students to recognize the structure of a text and to monitor their comprehension as they read.</p> <p>1. Choose the assigned reading and introduce the text to the students.</p> <p>2. Introduce the idea that texts have organizational patterns called text structures. Introduce the following common text structures:</p> <ul style="list-style-type: none"> • Description, • Sequence, • Problem and solution, • Cause and effect, and • Compare and contrast. <p>3. Introduce and model different text structures using a specific graphic organizer to chart the text structure. To use the text structure strategy teachers should:</p> <p>1. Show examples of paragraphs that correspond to each text structure.</p> <p>2. Examine topic sentences that clue the reader to a specific structure.</p> <p>3. Model the writing of a paragraph that uses a specific text structure.</p> <p>This strategy helps students keep track of their</p>	<p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>	

<p>of a test and how it contributes to the development of the ideas.</p> <p>3. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area.</p> <p>Progression Note.</p> <p>A key progression in the speaking and listening standards is the need for students to show competency in presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation (SL.6.4).</p>	<p>thinking while they read. Students use a simple coding system to mark the text and record their thinking either in the margins of the text or on separate study notes.</p> <p>Remember to model these strategies in advance and be consistent in your procedures (same color each time, etc). For additional coding ideas, visit the Text Mapping Site</p> <p>. Once students can identify the text structure (cause & effect, problem/solution), students can record the parts of the text on a graphic organizer to analyze how the text is developed</p>	<p>www.busyteachercafe.com</p> <p>www.literacyleader.com/?q=textstructure</p> <p>www.textmapping.org/overview.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Text Structure Contribution	HOW IS THIS PART OF THE TEXT IMPORTANT TO THE TEXT AS A WHOLE?	

GRADE: 6 th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.6	Description: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
	ACT/Anchor Standard: Assess how point of view or purpose shapes the content and style of a text			
	Board Objective: I can understand the authors purpose for the text. I can analyze the authors point of view based on the text.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Compare/Contrast.</p> <p>Using specific language found in the text, students work in pairs to prepare a Venn diagram displaying the different points of view outlined in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing in order to keep learning moving forward. Targeted learning opportunities occur as a result of continual informal assessment.</p> <p>Formative Assessment Tip.</p> <p>"Formative assessment is not a test but a process—a planned process involving a number of different activities" (Popham, 2008).</p> <p>Questioning the Author.</p> <p>Using the selected passage, students write a summary or essay citing textual evidence to support their analysis of author intent.</p> <p>Upgrade.</p> <p>Upon completing the summary or essay, each student conducts an online search to find additional reliable reviews that support or</p>		<p>Compare/Contrast.</p> <p>Have students read articles drawn from different sources that deal with a common topic.</p> <p>Have students compare/contrast the points of view of different authors. (e.g. how they structure each argument and how their word choice is significant) This will help students to realize that the bias of the authors is important, as it can color their views of the issue involved. The word choice used by the media also is important. (This exercise can work well with primary sources from history, for example the diary entries of two individuals who fought on opposite sides of the Civil War)</p> <p>Change in Purpose. Teachers may want to provide students with discussion prompts or writing tasks that encourage them to reflect upon the author's point of view. A task may be to ask students how the tone and style of the text would change if the author's purpose was changed from informing his/her audience to persuading them.</p> <p>Questioning the Author.</p> <p>QtA lets students critique the author's writing and in doing so engage with the text to create a deeper meaning (Beck, 1997).</p> <p>1. Select a passage that is both interesting and can encourage good conversation.</p> <p>2. Determine the appropriate stopping points in the</p>		<p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>

<p>conflict with their original claim.</p>	<p>text — where you think your students need to gain a greater understanding of the material 3. Create questions to encourage critical thinking for each stopping point. Ex: What is the author trying to say? Ex: Why do you think the author used the following phrase? Ex: What is the author's purpose in writing this text?</p>	<p>www.busyteachercafe.com-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheet.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Point of View Compare and Contrast</p>	<p>WHAT WAS THE AUTHORS MESSAGE? HOW DID IT DIFFER FROM OTHER TEXTS?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.7	Description: INTEGRATE INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS TO DEVELOP A COHERENT UNDERSTANDING OF A TOPIC OR ISSUE.			
	ACT/Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
	Board Objective: I can use other types of formats to understand a topic.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>THIEVES. Each partnership develops a multimedia presentation that clearly outlines the information from their respective text. Special emphasis is placed on specific language used within the text to outline a topic or explain a concept. Objective feedback is continual in order to keep learning moving forward.</p> <p>THIEVES. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn. Upgrade.</p> <p>Each partnership is required to contribute a certain number of Tier two and three vocabulary words to a collaborative class glossary. A form is created within Google Docs to collect the information and the resulting spreadsheet is embedded onto the website for the course for students.</p>		<p>THIEVES.</p> <p>THIEVES is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary. Students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to review a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text by looking at different formats. (text verses graphs/tables/charts) (Manz, 2002).</p> <p>The Big 6.</p> <p>Developed by information literacy educators Mike Eisenberg and Bob Berkowitz, The Big 6 is the most widely-known and widely-used information literacy approach to teaching information and technology skills in the world. The Big6 is an information and technology literacy model and curriculum, implemented in thousands of schools –K through higher education. Some people call The Big 6 an information problem-solving strategy because with the Big6, students are able to handle any problem, assignment, decision or task (www.big6.com).</p> <p>The 6 Steps</p> <p>1. Task Definition</p>		<p>-Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.bsyteachercafe.com</p>

	2. Information Seeking Strategies 3. Location and Access 4. Use of Information 5. Synthesis 6. Evaluation	www.readwritethink.org/files/resources/lesson_images/lesson112/elements.pdf
VOCABULARY:		ESSENTIAL QUESTIONS:
- interpret -charts - graphs - diagrams -visual		HOW CAN WE USE INFORMATION FROM NON-TRADITIONAL TEXTS OR FROM DIFFERENT SOURCES?

GRADE: 6 th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.8	Description: TRACE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, DISTINGUISHING CLAIMS THAT ARE SUPPORTED BY REASONS AND EVIDENCE FROM CLAIMS THAT ARE NOT.		
	ACT/Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
	Board Objective: I can distinguish between two sides of an argument. I can give reasons and evidence to take a side of an argument.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Fact with Evidence or Not.</p> <p>After reading a selected text, have students create a table listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side.</p> <p>Use classroom observations to determine mastery.</p> <p>After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text.</p> <p>Progression Note.</p> <p>A key progression in the writing standards is the need for students to show competency in supporting claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text (W.6.1b).</p>	<p>Reading An Argument.</p> <p>Students can use questioning to analyze an argument. The following are some examples of the types of questions a teacher may ask while modeling the process of reading through an argument. (Students can record the following on sticky notes or on a graphic organizer).</p> <p>1. Before You Read</p> <p>What does the title suggest?</p> <p>Who is the author and what are his or her qualifications?</p> <p>What is the date of the publication?</p> <p>What do I already know about the issue?</p> <p>2. While You Read</p> <p>Read once for an initial impression.</p> <p>Read the argument several times.</p> <p>Annotate as you read.</p> <p>Highlight key terms.</p> <p>Is there enough of the right kind of evidence to support the claim?</p> <p>Annotating a Text.</p> <p>Annotation is one of several cognitive literacy strategies that are used to help students recognize structure, analyze ideas, derive meaning, and communicate understandings. When students annotate texts they are recognizing the ways</p>	<p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>	

	<p>authors make arguments and provide supporting evidence or details for those arguments. Annotation is a structured way to “mark up” text so that it is more manageable. Students use annotation to highlight important information like main ideas (argument or claim), supporting ideas (evidence), key content vocabulary words, definitions, and transitions within the text. (Conley, 2008; Pressley, 2006)</p>	<p>www.busyteachercafe.com igenlit.pbworks.com/f/JAAL-52-2-Zywica.pdf</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> - evidence - support - reason 	<p>WHY DO YOU NEED TO GIVE REASONS AND EVIDENCE FOR SPEAKING POINTS? WHAT MAKES YOUR ARGUMENT VALID?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.9	Description: COMPARE AND CONTRAST ONE AUTHOR'S PRESENTATION OF EVENTS WITH THAT OF ANOTHER (E.G., A MEMOIR WRITTEN BY AND A BIOGRAPHY ON THE SAME PERSON).			
	ACT/Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take			
	Board Objective: I can compare two different presentations and see how they are different.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Recognizing Concepts and Themes. Students dissect portions of extracted text in an effort to analyze similarities and differences in concepts and themes. For example, students analyze specific language used within two different CCSS text exemplars appropriate to this grade band and produce a written summary outlining key similarities and differences in meaning and tone. Students may additionally compare and contrast selected language and/or create word/sentence alternatives as a way to alter tone. Feedback is continually shared in an effort to move learning forward. Research Project. Students use strategies within this template to progressively complete a sustained research project. The teacher listens intently and continually provides objective feedback in an effort to move learning forward. Vocabulary Guide. Students work individually or in pairs, using a variety of resources to define</p>		<p>Venn Diagram & Summary. The instructor should model creating a Venn Diagram to the students. Students can practice this process in a small group setting before they attempt to complete a diagram independently. This strategy helps students to recognize the similarities and differences between two or more texts.</p> <p>Compare and Contrast Graphic Organizer. A way to compare 2 or more concepts by looking at similarities and differences. Choose two different texts about a similar topic with two different authors (Adapted from Marzano, 2001)</p>		<p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>

<p>selected words from an appropriately complex text in an effort to produce a student constructed classroom “Vocabulary Guide” for academic and domain specific words (e.g., students utilize a form within Google Docs to enter Tier II & Tier III words from course text reads, the accompanying spreadsheet is embedded into the course website and is utilized as a student generated “Vocabulary Guide” for the course.</p>		<p>www.busyteachercafe.com www.readingquest.org/pdf/venn_summary.pdf</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>- integrate Compare and Contrast</p>	<p>HOW CAN WE USE TWO TEXTS ON THE SAME TOPIC TO HELP US WRITE OR SPEAK ABOUT A SUBJECT?</p>	

GRADE: 6th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.10	Description: BY THE END OF THE YEAR, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 6–8 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.		
	ACT/Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently		
	Board Objective: I can comprehend and understand middle school informational text.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <ol style="list-style-type: none"> Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. Students answer and receive feedback on text dependent questions. Students engage in a variety of discussions and/or Socratic questioning to display competency 	<p>SCAN & RUN. This instructional framework consists of cues for strategies that help students plan and monitor their comprehension before, during, and after reading. Instruction in the use of SCAN & RUN involves several steps that facilitate independent use of the strategy by students.</p> <p>Before Reading –SCAN S=Survey headings and turn them into questions(answer while reading) C=Capture the captions and visuals (try to understand their meanings) A=Attach boldface words (find the meanings) N=Note and read the chapter questions before reading</p> <p>While Reading –RUN R=Read and adjust speed (slow through difficult sections) U=Use word identification skills such as sounding it out, looking for other words clues in the sentence, or breaking words into parts for unknown words. N=Notice and check parts you don’t understand and reread or read on (place a “?” next to the part you don’t understand, and decide to reread that section or skip it and go back to it after you’re finished reading).</p> <p>After Reading.</p>	<p>Harvey, S. and Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement. Portland, ME: Stenhouse Publishers</p> <p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p>	

<p>with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth is this area.</p> <p>4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth is this area.</p>	<p>Students extend their understanding of the text by answering questions at the end of the selection and discussing the text (Salembier 1999). Read, Rate, Reread.</p> <p>This strategy will help students improve their reading comprehension by emphasizing the importance of careful, repeated readings of material. The students will read a short selection three times and evaluate their understanding of the passage on each successive reading. They will further develop their skill at monitoring their own reading comprehension (Adapted from All America Reads).</p>	<p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
informational texts comprehension	HOW DO YOU READ AND COMPREHEND GRADE LEVEL INFORMATIONAL TEXTS?	

GRADE: 4th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1	Description: ENGAGE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADE 6 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively		
	Board Objective: I can lead discussions to have wider understanding and deeper thinking		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Not Assessable	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily 5 -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
collaboaration discussion	HOW CAN I BE AN IMPORTANT PART OF THE DISCUSSION?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1A	Description: COME TO DISCUSSIONS PREPARED, HAVING READ OR STUDIED REQUIRED MATERIAL; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE ON THE TOPIC, TEXT, OR ISSUE TO PROBE AND REFLECT ON IDEAS UNDER DISCUSSION		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and, expressing their own clearly and persuasively		
	Board Objective: I can reflect on what the text says and draw personal conclusions from evidence in that text.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Student Notebooks	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification -Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com-Various Trade Books 	

		-Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:	ESSENTIAL QUESTIONS:	
evidence reflections	WHAT ARE WAYS AUDIO RECORDINGS AND VISUAL DISPLAYS USED IN PRESENTATIONS TO HELP CLARIFY?	

GRADE: 6 th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1B	Description: FOLLOW RULES FOR COLLEGIAL DISCUSSIONS, SET SPECIFIC GOALS AND DEADLINES, AND DEFINE INDIVIDUAL ROLES AS NEEDED.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively		
	Board Objective: I can carry out an assigned role in a group discussion I can contribute to whole and small group discussions		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Student notebooks turned in monthly or quarterly	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
assigned roles collaboration cooperative	HOW CAN I BE AN IMPORTANT PART OF THE DISCUSSION?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1c	Description: POSE AND RESPOND TO SPECIFIC QUESTIONS WITH ELABORATION AND DETAIL BY MAKING COMMENTS THAT CONTRIBUTE TO THE TOPIC, TEXT, OR ISSUE UNDER DISCUSSION.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively		
	Board Objective: I can clarify to ensure understanding		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Not Assessable	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
<ul style="list-style-type: none">- clarify-remarks	HOW CAN WE CLARIFY TO ENSURE UNDERSTANDING AND COMPREHENSION?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1D	Description: REVIEW THE KEY IDEAS EXPRESSED AND DEMONSTRATE UNDERSTANDING OF MULTIPLE PERSPECTIVES THROUGH REFLECTION AND PARAPHRASING.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively		
	Board Objective: I can participate in discussion to learn how to express my own ideas and viewpoints.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Not Assessable	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
Key Ideas perspectives reflection	HOW CAN WE EXPLAIN KEY IDEAS IN LIGHT OF A DISCUSSION? HOW CAN WE EXPLAIN OUR OWN PERSEPCTIVE IN A DISCUSSION?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.2	Description: INTERPRET INFORMATION PRESENTED IN DIVERSE MEDIA AND FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) AND EXPLAIN HOW IT CONTRIBUTES TO A TOPIC, TEXT, OR ISSUE UNDER STUDY.		
	ACT/Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally		
	Board Objective: I can interpret information presented in various forms		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Not Assessable	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.thedailycafe.com/CAFE_Menu_6th_grade%20common%20core.pdf www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
Interpretation	WHAT ARE WAYS AUDIO RECORDINGS AND VISUAL DISPLAYS USED IN PRESENTATIONS TO HELP CLARIFY?

GRADE: 6th		SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.3	Description: DELINEATE A SPEAKER'S ARGUMENT AND SPECIFIC CLAIMS, DISTINGUISHING CLAIMS THAT ARE SUPPORTED BY REASONS AND EVIDENCE FROM CLAIMS THAT ARE NOT.			
	ACT/Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
	Board Objective: I can identify reasons and evidence from a speaker to help me support points			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 		<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Reasons Evidence	WHAT ARE THE REASONS PRESENTED BY THE SPEAKER? WHAT EVIDENCE DOES THE SPEAKER HAVE TO PROVE THEIR POINT OF VIEW?

GRADE: 6th		SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.4	Description: PRESENT CLAIMS AND FINDINGS, SEQUENCING IDEAS LOGICALLY AND USING PERTINENT DESCRIPTIONS, FACTS, AND DETAILS TO ACCENTUATE MAIN IDEAS OR THEMES; USE APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION.			
	ACT/Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience			
	Board Objective: I can report on a topic in an organized manner I can make a presentation clearly and effectively			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 		<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
recount	HOW DO WE ORGANIZE INFORMATION IN A MANNER THAT IS PRESENTABLE TO AN AUDIENCE?

GRADE: 6th		SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT: April
CODE: SL.6.5	Description: INCLUDE MULTIMEDIA COMPONENTS (E.G., GRAPHICS, IMAGES, MUSIC, SOUND) AND VISUAL DISPLAYS IN PRESENTATIONS TO CLARIFY INFORMATION			
	ACT/Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
	Board Objective: I can add technology to my presentation to keep my information clear.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 		<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
audio visual multimedia	WHEN SHOULD AUDIO OR VISUAL AIDS BE ADDED? HOW MANY? HOW OFTEN?

GRADE: 6th		SUBJECT: ELA	STRAND: Reading and Listening	MONTH(S) TAUGHT: September
CODE: SL.6.6	Description: ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADE 6 LANGUAGE STANDARDS 1 AND 3 HERE FOR SPECIFIC EXPECTATIONS.)			
	ACT/Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate			
	Board Objective: I can use correct English during a discussion			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
Not Assessable		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 		<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
context -formal -informal	SHOULD WE USE FORMAL OR INFORMAL SPEECH IN A PARTICULAR SPEAKING SITUATION?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1	Description: DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can properly use grammar when writing and speaking			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
convections	HOW DO I USE STANDARD ENGLISH IN WRITING AND SPEAKING? WHY IS IT IMPORTANT?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1A	Description: ENSURE THAT PRONOUNS ARE IN THE PROPER CASE (SUBJECTIVE, OBJECTIVE, POSSESSIVE).			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can use relative pronouns and adverbs to become better speakers and writers.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Subjective pronoun
Objective pronoun
Possessive pronoun

HOW DO WE USE RELATIVE PRONOUNS CORRECTLY?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1B	Description: USE INTENSIVE PRONOUNS (E.G., MYSELF, OURSELVES) CORRECTLY.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can form and use intensive pronouns in order to use grammar correctly			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

intensive pronouns

HOW DO I CORRECTLY USE INTENSIVE PRONOUNS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1.c	Description: RECOGNIZE AND CORRECT INAPPROPRIATE SHIFTS IN PRONOUN NUMBER AND PERSON.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can fix inappropriate shifts in pronoun number and/or person.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

shifts in pronouns

HOW DO I KNOW IF PRONOUNS ARE USED INCORRECTLY?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1D	Description: RECOGNIZE AND CORRECT VAGUE PRONOUNS (I.E., ONES WITH UNCLEAR OR AMBIGUOUS ANTECEDENTS).*			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can fix vague and too common pronouns			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com Dictionaries and Thesauruses

VOCABULARY:	ESSENTIAL QUESTIONS:
vague pronouns	HOW DO I KNOW IF SOMETHING IS TOO VAGUE? WHAT ARE THE OTHER OPTIONS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1E	Description: RECOGNIZE VARIATIONS FROM STANDARD ENGLISH IN THEIR OWN AND OTHERS' WRITING AND SPEAKING, AND IDENTIFY AND USE STRATEGIES TO IMPROVE EXPRESSION IN CONVENTIONAL LANGUAGE.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can use my grammar skills to correct other's writing and speaking			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Variations Expression	HOW CAN I IMPROVE THIS TEXT/SPEECH TO BE MORE GRAMMATICALLY CORRECT?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.2	Description: DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.		
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	Board Objective: I can use correct capitalization, punctuation, and spelling when writing		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
standard convections	DOES MY WRITING CONTAIN TYPICAL LANGUAGE CONVECTIONS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.2A	Description: USE PUNCTUATION (COMMAS, PARENTHESES, DASHES) TO SET OFF NONRESTRICTIVE/PARENTHETICAL ELEMENTS			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing			
	Board Objective: I can use punctuation to break apart my writing elements.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Parentheses
dashes
commas
nonrestrictive

HOW DO WE BREAK APART OUR SENTENCES APPROPRIATELY?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT: April
CODE: L.6.2B	Description: SPELL CORRECTLY.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	Board Objective: I can spell sixth grade words correctly.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Spelling and Convections

WHY DOES SPELLING MATTER?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT: January, March, May
CODE: L.6.3	Description: USE KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING, OR LISTENING.			
	ACT/Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
	Board Objective: I can use writing conventions correctly			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

VOCABULARY:	ESSENTIAL QUESTIONS:
Conventions	WHY ARE CONVENTIONS IMPORTANT IN MY WRITING AND SPEAKING?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.3A	Description: VARY SENTENCE PATTERNS FOR MEANING, READER/LISTENER INTEREST, AND STYLE			
	ACT/Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
	Board Objective: I can change my sentence styles to keep readers interested.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

VOCABULARY:	ESSENTIAL QUESTIONS:
sentence patterns style	WHAT ARE THE TYPES OF SENTENCE PATTERNS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.3B	Description: MAINTAIN CONSISTENCY IN STYLE AND TONE			
	ACT/Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
	Board Objective: I can maintain the style and tone in my writing			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

VOCABULARY:	ESSENTIAL QUESTIONS:
Style Tone	WHAT ARE THE DIFFERENCES IN STYLE AND TONE? WHAT TONE SHOULD MY WRITING BE AND MAINTAIN?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4	Description: DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADE 6 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can use clues to find the meaning of a word.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com	

VOCABULARY:	ESSENTIAL QUESTIONS:
Clues Context	WHAT CLUES DOES THE CONTEXT GIVE YOU TO DETERMINE THE MEANING OF THE WORD?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4A	Description: USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE OR PARAGRAPH; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can use context clues to determine the meaning of the word.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com	

VOCABULARY:	ESSENTIAL QUESTIONS:
Context clues	WHAT CONTEXT CLUES ARE GIVEN TO DETERMINE THE MEANING OF THE WORD?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4B	Description: USE COMMON, GRADE-APPROPRIATE GREEK OR LATIN AFFIXES AND ROOTS AS CLUES TO THE MEANING OF A WORD (E.G., AUDIENCE, AUDITORY, AUDIBLE).		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can determine meanings of word from context clues. I can determine meanings of words based on word parts (affixes).		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
-Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics		-Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
affixes word roots	HOW CAN I USE WORD AFFIXES AND CLUES TO FIND THE MEANING OF THE WORD?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4c	Description: CONSULT REFERENCE MATERIALS (E.G., DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING OR ITS PART OF SPEECH.		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can use reference materials to find the pronunciation and meaning of words.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com Dictionaries, Thesauruses, Glossaries www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Reference Thesaurus	WHICH REFERENCE MATERIALS WOULD HELP ME BEST?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4D	Description: VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can decide if the meaning of a word is correct by using a dictionary.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Inference	HOW DO I KNOW IF THE MEANING OF THE WORD IS CORRECT?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.5	Description: DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.			
	ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings			
	Board Objective: I can understand figurative language in writing.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org Dictionaries, Thesauruses www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Nuances
Figurative Language
Word relationships

WHAT CAN I USE TO DISCOVER THE RELATIONSHIPS BETWEEN WORDS?

GRADE: 4th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT: October, January
CODE: L.6.5A	Description: INTERPRET FIGURES OF SPEECH (E.G., PERSONIFICATION) IN CONTEXT			
	ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings			
	Board Objective: I can identify figures of speech.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Figures of Speech Personification Metaphor Simile	WHAT ARE THE PURPOSES OF DIFFERENT FIGURES OF SPEECH? WHAT ARE DIFFERENT FIGURES OF SPEECH?
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GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.5B	Description: USE THE RELATIONSHIP BETWEEN PARTICULAR WORDS (E.G., CAUSE/EFFECT, PART/WHOLE, ITEM/CATEGORY) TO BETTER UNDERSTAND EACH OF THE WORDS.		
	ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings		
	Board Objective: I can use different word meanings to find the meaning of a given word.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
<p>-categories</p> <p>Nuances</p>	<p>HOW CAN I FIND THE MEANING OF A WORD FROM THE DEFINITION OF A DIFFERENT WORD?</p>

GRADE: 4th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT: March, April
CODE: L.6.5c	Description: DISTINGUISH AMONG THE CONNOTATIONS (ASSOCIATIONS) OF WORDS WITH SIMILAR DENOTATIONS (DEFINITIONS) (E.G., STINGY, SCRIMPING, ECONOMICAL, UNWASTEFUL, THRIFTY).			
	ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings			
	Board Objective: I can use word associations to discover word definitions			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org Thesauruses www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Connotations Denotations	HOW CAN I USE WORDS TO FIND THE DEFINITION OF OTHER WORDS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.6	Description: ACQUIRE AND USE ACCURATELY GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES; GATHER VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.			
	ACT/Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowled			
	Board Objective: I can use new vocabulary in my writing. I can use sixth grade vocabulary in my writing.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheet.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

VOCABULARY:	ESSENTIAL QUESTIONS:
Comprehension	HOW DO I USE NEW KNOWN WORDS CORRECTLY? WHERE DO THEY FIT INTO MY WRITING?

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.1	Description: CITE TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT.			
	ACT/Anchor Standard: . 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text.			
	Board Objective: I can use textual evidence to create and explore predictions.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Provide students with a passage and three different colored highlighters or colored pencils. Students are to underline or highlight the main idea, explicit evidence, and any implicit evidence. Students could also write their inferences in the margin based on the implicit evidence.</p> <p>Grouping: individual</p> <p>Provide students with a passage. Have students take a piece of paper and make two columns on their paper. They are to write inferences at the top of the left column and evidence from passage at the top of the right column.</p> <p>While reading the passage, have students stop at various points to make an inference and provide the evidence from the passage to support it and</p>		<p>Two-Column Notes.</p> <p>T-notes provide students with the opportunity to use to cite evidence/take notes while listening or reading. Generally, students divide a sheet of notebook paper in half. While listening or reading, students record evidence (e.g., record the evidence from the text that tells you the author is biased) in the right column. In the left column, students can make inferences, ask questions, or draw pictures to clarify their evidence.</p> <p>See freeology and reading lady graphic organizers (Sanda, Havens, & Maycumber, 1988).</p> <p>Inferencing Questions</p> <p>Marzano suggests teachers pose four questions to students to facilitate a discussion about making inferences (Marzano, 2010)</p> <p>What is my inference?</p> <p>This question helps students become aware that they have just made an inference by filling in information that was not directly stated in the text.</p> <p>What information did I use to make this inference?</p> <p>It is important for students to understand the various types of information they use to make inferences. This may</p>		<p>Santa, C. M., Havens, L. T., & Maycumber, E. M. (1988). Project CRISS—Creating independence through student-owned strategies.</p> <p>Kendall/Hunt.Oczuks, L. (2003). Reciprocal teaching at work: Strategies for improving reading comprehension . Newark, DE: International Reading Association.</p> <p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p>

<p>record on their graphic organizer. (This can be completed on chart paper if the students are working in small groups.)</p> <p>Grouping: small, partner, or individual</p> <p>Formative Assessment Tip. Feedback is provided and recorded on artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p>	<p>include information presented in the text, or it may be background knowledge that a student brings to the learning setting.</p> <p>How good was my thinking?</p> <p>Once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process — examining the validity of their thinking.</p> <p>Do I need to change my thinking?</p> <p>The final step in the process is for students to consider possible changes in their thinking. The point here is not to invalidate students' original inferences, but rather to help them develop the habit of continually updating their thinking as they gather new information.</p> <p>Generating and Testing Hypotheses</p> <p>Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.</p> <p>Applications:</p> <ul style="list-style-type: none"> * Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed. * Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work. 	<p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
<p>Key Ideas</p> <p>Details</p> <p>Inferences</p> <p>Predictions</p>	<p>WHAT CAN I INFER BASED ON THE TEXT?</p> <p>HOW DO I MAKE PREDICTIONS BASED ON WHAT WAS READ?</p>	

GRADE: 6th	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
CODE: RI.6.2	Description: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments		
	ACT/Anchor Standard: . Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
	Board Objective: I can determine the difference between fact and opinion.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Word Splash.</p> <p>Create an observation checklist rubric based on the text selected to determine if each student has used details from the text to accurately convey the central theme.</p> <p>Delete, Substitute, Keep</p> <p>. Collect the Delete, Substitute, Keep assignment. Create a rubric based on the text selected for the lesson. Use the rubric to determine if students have mastery of the stated objective.</p> <p>Fact or opinion</p> <p>. After reading a selected text, have students create a table listing facts from the text on one side and opinions mentioned or inferred in the text on the other side. Use classroom observations to determine mastery.</p> <p>Formative Assessment Tip.</p> <p>“Often a single assessment is used for multiple purposes; in general, however, the more purposes a single assessment</p>	<p>Word Splash</p> <p>1.Read through the text and decide on key words, phrases and concepts in the text that will give students ideas of what the text is about or words that may need further clarification.</p> <p>2.Type or write, then copy for individual students or small groups.</p> <p>3.Once distributed, allow students a few minutes to read through the text and discuss listed words and phrases with others. They may ask others for clarification, or to elaborate some items. Allow them to make predictions about the central idea of the text in their groups.</p> <p>4.Bring students back together and ask them for their predictions, encouraging all students to contribute. Students may write or present their information to the class or in small group</p> <p>Delete, Substitute, Keep.</p> <p>Basic Summarization in 3 Steps (Marzano, Pickering and Pollock, 2001).</p> <p>1.Deleting information-</p> <p>Draw a line through anything that seems trivial or frivolous, such as adjectives, similar examples, and transition words. Draw a line through anything</p>	<p>Boyles, N. (2004).</p> <p>Constructing meaning through kid-friendly comprehension strategy instruction. Gainesville, FL: Maupin House Publishing, (pp. 173-174).</p> <p>Oczuks, L. (2003). Reciprocal teaching at work: Strategies for improving reading comprehension . Newark, DE: International Reading Association.</p> <p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p>	

<p>aims to serve, the more each purpose will be compromised” (Pelligrino, Chudowsky, Glaser, 2001).</p>	<p>that is redundant or repetitive.</p> <p>2. Substituting information</p> <p>-</p> <p>Replace specific terms with general terms. For example, if the original text lists “flies, honeybees, mosquitoes, and moths”, the student might substitute “flying insects.”</p> <p>3. Keeping information - Determine a good topic sentence for the material. Just about every topic sentence contains a subject and the author’s claim about it. Knowing what to delete, substitute, and keep is an integral part to writing an effective summary. Teachers should model the process for students and provide numerous practice items.</p>	<p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>- main idea</p> <p>- Fact and Opinion</p>	<p>WAS THE MAIN IDEA A FACT OR OPINION?</p> <p>WHAT IS THE DIFFERENCE BETWEEN A FACT AND OPINION?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.3	Description: ANALYZE IN DETAIL HOW A KEY INDIVIDUAL, EVENT, OR IDEA IS INTRODUCED, ILLUSTRATED, AND ELABORATED IN A TEXT (E.G., THROUGH EXAMPLES OR ANECDOTES).			
	ACT/Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas			
	Board Objective: I can infer the main idea from a text through given examples.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Stop-N-Think. Students convert their completed graphic organizer into a written summary or essay citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. Students give and receive timely objective feedback resulting in targeted learning opportunities based on assessment results.</p> <p>Trailing the Text. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>Small Group Discussions. After students read the text, in small groups they create a list of the key</p>		<p>Stop-N-Think. Teach students the purpose of Stop-N-Think. Studies suggest that the brain can only pay attention for so long before it needs to “stop and think,” in order to better process learning (Jensen and Nickelsen, 2003).</p> <p>1.The Stop-N-Think provides students a graphic organizer to help them process their learning while they are reading informational texts. Students may write words, phrases, or sentences. They may also draw pictures to help them process and keep track of information. Size of “chunks” will vary based on the student. The text should be “chunked” based on students ability to stay focused.</p> <p>2.The stops can be used to analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text. Students will need to be directed at each stop as to what they are to analyze.</p> <p>Trailing the Text. Trailing the Text is similar to Stop-N-Think but instead of a note-taking device, the student is looking for specific details of what an author has written to explain a key individual, event or idea. The teacher picks five or six good stopping points in the text. This can be marked by page numbers on a graphic organizer. Students are to analyze in detail</p>		<p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>

<p>ideas and supporting evidence from the text. As small group discussions ensue, the teacher listens intently to ensure explanations are supported by clear evidence. Informal assessment is continual and result in targeted learning opportunities for students. After the key ideas and supporting evidence are determined, students create a new introduction to the text in alignment with the authors meaning and tone</p>	<p>at each stop (using notes, key words, pictures, etc. .) how a key individual, event or idea is introduced, illustrated and elaborated in a text. Teachers should assign the chunks based on places in the text in which the author introduces, illustrates or elaborates the topic. For the first chunk, have students preview informational text by looking at graphics and reading the title, as well as scanning the introductory paragraph. This will provide them information for how the topic is introduced.</p>	<p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>-Main idea examples anecdotes inferences</p>	<p>HOW DO I FIND OUT THE MAIN IDEA IN A TEXT? WHAT CLUES CAN WE USE TO FIND THE MAIN IDEA?</p>	

GRADE: 6th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.4	Description: CITE TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF WHAT THE TEXT SAYS EXPLICITLY AS WELL AS INFERENCES DRAWN FROM THE TEXT		
	ACT/Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
	Board Objective: I can use context clues as textual evidence to determine the meaning of words.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Building Academic Vocabulary. Students give a description, explanation, or example of the new term in his/her own words. Using an observation checklist, feedback is provided with regards to accuracy in description, explanation, or example given. Students then draw a picture, create a symbol, or locate a graphic to represent the new term. In small groups, students share their picture, symbol, or graphic during a game a charades with their group. Each group will designate a recorder to document the results of the game. Mapping the Meaning. Upon completion of the activity, students provide written answers to text dependent questions to display their level of comprehension. The authors of the Common Core State Standards, through Student Achievement Partners, have created a guide for</p>	<p>Building Academic Vocabulary Dr. Robert Marzano describes a six-step process in the instruction of vocabulary. The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner with opportunities to practice skills and reinforce their learning. (Marzano, 2005). 1. The teacher gives a description, explanation, or example of the new term. 2. The teacher asks the learner to give a description, explanation, or example of the new term in his/her own words. 3. The teacher asks the learner to draw a picture or symbol, or to locate a graphic to represent the new term. 4. The learner will participate in activities that encourage a deeper understanding of the words in their vocabulary notebooks (graphic organizer). 5. The learner will discuss the term with other learners. 6. The learner will participate in games that provide more reinforcement of the new term. Mapping the Meaning The teacher takes a significant word from an</p>	<p>-Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>	

<p>developing text dependent questions. It can be accessed online or by clicking the link below.</p>	<p>essay/article and places the word in the middle of a graphic organizer. Students provide the teacher with images, emotions or feelings (connotations) as well as definitions (denotations) of the word. The class discusses why the author has chosen that specific word and how it changes the meaning and tone of the article/essay. This shows students how word choice is deliberate and impacts the meaning of the text (Adapted from Stahl. 2005)</p>	<p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Inference Context Figurative Connotative</p>	<p>HOW CAN I USE TEXT TO DISCOVER THE MEANING OF WORD OR PHRASE?</p>	

GRADE: 6th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.5	Description: ANALYZE HOW A PARTICULAR SENTENCE, PARAGRAPH, CHAPTER, OR SECTION FITS INTO THE OVERALL STRUCTURE OF A TEXT AND CONTRIBUTES TO THE DEVELOPMENT OF THE IDEAS.			
	ACT/Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
	Board Objective: I can analyze how a part of text relates to the text as a whole			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Formative Assessment Tip. Feedback is provided and recorded on the following suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <p>1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension.</p> <p>2. Students explain how a particular sentence, paragraph, chapter, or section fits into the overall structure</p>		<p>Text Structure. Text structure refers to how the information within a written text is organized. This strategy helps students to recognize the structure of a text and to monitor their comprehension as they read.</p> <p>1. Choose the assigned reading and introduce the text to the students.</p> <p>2. Introduce the idea that texts have organizational patterns called text structures. Introduce the following common text structures:</p> <ul style="list-style-type: none"> • Description, • Sequence, • Problem and solution, • Cause and effect, and • Compare and contrast. <p>3. Introduce and model different text structures using a specific graphic organizer to chart the text structure. To use the text structure strategy teachers should:</p> <p>1. Show examples of paragraphs that correspond to each text structure.</p> <p>2. Examine topic sentences that clue the reader to a specific structure.</p> <p>3. Model the writing of a paragraph that uses a specific text structure.</p> <p>This strategy helps students keep track of their</p>		<p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>

<p>of a test and how it contributes to the development of the ideas.</p> <p>3. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area.</p> <p>Progression Note.</p> <p>A key progression in the speaking and listening standards is the need for students to show competency in presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation (SL.6.4).</p>	<p>thinking while they read. Students use a simple coding system to mark the text and record their thinking either in the margins of the text or on separate study notes.</p> <p>Remember to model these strategies in advance and be consistent in your procedures (same color each time, etc). For additional coding ideas, visit the Text Mapping Site</p> <p>. Once students can identify the text structure (cause & effect, problem/solution), students can record the parts of the text on a graphic organizer to analyze how the text is developed</p>	<p>www.busyteachercafe.com</p> <p>www.literacyleader.com/?q=textstructure</p> <p>www.textmapping.org/overview.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Text Structure Contribution	HOW IS THIS PART OF THE TEXT IMPORTANT TO THE TEXT AS A WHOLE?	

GRADE: 6 th		SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.6	Description: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
	ACT/Anchor Standard: Assess how point of view or purpose shapes the content and style of a text			
	Board Objective: I can understand the authors purpose for the text. I can analyze the authors point of view based on the text.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<p>Compare/Contrast.</p> <p>Using specific language found in the text, students work in pairs to prepare a Venn diagram displaying the different points of view outlined in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing in order to keep learning moving forward. Targeted learning opportunities occur as a result of continual informal assessment.</p> <p>Formative Assessment Tip.</p> <p>"Formative assessment is not a test but a process—a planned process involving a number of different activities" (Popham, 2008).</p> <p>Questioning the Author.</p> <p>Using the selected passage, students write a summary or essay citing textual evidence to support their analysis of author intent.</p> <p>Upgrade.</p> <p>Upon completing the summary or essay, each student conducts an online search to find additional reliable reviews that support or</p>		<p>Compare/Contrast.</p> <p>Have students read articles drawn from different sources that deal with a common topic.</p> <p>Have students compare/contrast the points of view of different authors. (e.g. how they structure each argument and how their word choice is significant) This will help students to realize that the bias of the authors is important, as it can color their views of the issue involved. The word choice used by the media also is important. (This exercise can work well with primary sources from history, for example the diary entries of two individuals who fought on opposite sides of the Civil War)</p> <p>Change in Purpose. Teachers may want to provide students with discussion prompts or writing tasks that encourage them to reflect upon the author's point of view. A task may be to ask students how the tone and style of the text would change if the author's purpose was changed from informing his/her audience to persuading them.</p> <p>Questioning the Author.</p> <p>QtA lets students critique the author's writing and in doing so engage with the text to create a deeper meaning (Beck, 1997).</p> <p>1. Select a passage that is both interesting and can encourage good conversation.</p> <p>2. Determine the appropriate stopping points in the</p>		<p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/in-service/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>

<p>conflict with their original claim.</p>	<p>text — where you think your students need to gain a greater understanding of the material 3. Create questions to encourage critical thinking for each stopping point. Ex: What is the author trying to say? Ex: Why do you think the author used the following phrase? Ex: What is the author's purpose in writing this text?</p>	<p>www.busyteachercafe.com-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheet.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Point of View Compare and Contrast</p>	<p>WHAT WAS THE AUTHORS MESSAGE? HOW DID IT DIFFER FROM OTHER TEXTS?</p>	

GRADE: 6th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.7	Description: INTEGRATE INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS TO DEVELOP A COHERENT UNDERSTANDING OF A TOPIC OR ISSUE.		
	ACT/Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
	Board Objective: I can use other types of formats to understand a topic.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>THIEVES. Each partnership develops a multimedia presentation that clearly outlines the information from their respective text. Special emphasis is placed on specific language used within the text to outline a topic or explain a concept. Objective feedback is continual in order to keep learning moving forward.</p> <p>THIEVES. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn. Upgrade.</p> <p>Each partnership is required to contribute a certain number of Tier two and three vocabulary words to a collaborative class glossary. A form is created within Google Docs to collect the information and the resulting spreadsheet is embedded onto the website for the course for students.</p>	<p>THIEVES.</p> <p>THIEVES is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary. Students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to review a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text by looking at different formats. (text verses graphs/tables/charts) (Manz, 2002).</p> <p>The Big 6.</p> <p>Developed by information literacy educators Mike Eisenberg and Bob Berkowitz, The Big 6 is the most widely-known and widely-used information literacy approach to teaching information and technology skills in the world. The Big6 is an information and technology literacy model and curriculum, implemented in thousands of schools –K through higher education. Some people call The Big 6 an information problem-solving strategy because with the Big6, students are able to handle any problem, assignment, decision or task (www.big6.com).</p> <p>The 6 Steps</p> <p>1. Task Definition</p>	<p>-Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>	

	2. Information Seeking Strategies 3. Location and Access 4. Use of Information 5. Synthesis 6. Evaluation	www.readwritethink.org/files/resources/lesson_images/lesson112/elements.pdf
VOCABULARY:		ESSENTIAL QUESTIONS:
- interpret -charts - graphs - diagrams -visual		HOW CAN WE USE INFORMATION FROM NON-TRADITIONAL TEXTS OR FROM DIFFERENT SOURCES?

GRADE: 6 th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.8	Description: TRACE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, DISTINGUISHING CLAIMS THAT ARE SUPPORTED BY REASONS AND EVIDENCE FROM CLAIMS THAT ARE NOT.		
	ACT/Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
	Board Objective: I can distinguish between two sides of an argument. I can give reasons and evidence to take a side of an argument.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Fact with Evidence or Not.</p> <p>After reading a selected text, have students create a table listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side.</p> <p>Use classroom observations to determine mastery.</p> <p>After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text.</p> <p>Progression Note.</p> <p>A key progression in the writing standards is the need for students to show competency in supporting claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text (W.6.1b).</p>	<p>Reading An Argument.</p> <p>Students can use questioning to analyze an argument. The following are some examples of the types of questions a teacher may ask while modeling the process of reading through an argument. (Students can record the following on sticky notes or on a graphic organizer).</p> <p>1. Before You Read</p> <p>What does the title suggest?</p> <p>Who is the author and what are his or her qualifications?</p> <p>What is the date of the publication?</p> <p>What do I already know about the issue?</p> <p>2. While You Read</p> <p>Read once for an initial impression.</p> <p>Read the argument several times.</p> <p>Annotate as you read.</p> <p>Highlight key terms.</p> <p>Is there enough of the right kind of evidence to support the claim?</p> <p>Annotating a Text.</p> <p>Annotation is one of several cognitive literacy strategies that are used to help students recognize structure, analyze ideas, derive meaning, and communicate understandings. When students annotate texts they are recognizing the ways</p>	<p>-Various Trade Books</p> <p>-Performance Series Resources</p> <p>-Achievement Series Resources</p> <p>- 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>	

	<p>authors make arguments and provide supporting evidence or details for those arguments. Annotation is a structured way to “mark up” text so that it is more manageable. Students use annotation to highlight important information like main ideas (argument or claim), supporting ideas (evidence), key content vocabulary words, definitions, and transitions within the text. (Conley, 2008; Pressley, 2006)</p>	<p>www.busyteachercafe.com igenlit.pbworks.com/f/JAAL-52-2-Zywica.pdf</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> - evidence - support - reason 	<p>WHY DO YOU NEED TO GIVE REASONS AND EVIDENCE FOR SPEAKING POINTS? WHAT MAKES YOUR ARGUMENT VALID?</p>	

GRADE: 6th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.9	Description: COMPARE AND CONTRAST ONE AUTHOR'S PRESENTATION OF EVENTS WITH THAT OF ANOTHER (E.G., A MEMOIR WRITTEN BY AND A BIOGRAPHY ON THE SAME PERSON).		
	ACT/Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take		
	Board Objective: I can compare two different presentations and see how they are different.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Recognizing Concepts and Themes. Students dissect portions of extracted text in an effort to analyze similarities and differences in concepts and themes. For example, students analyze specific language used within two different CCSS text exemplars appropriate to this grade band and produce a written summary outlining key similarities and differences in meaning and tone. Students may additionally compare and contrast selected language and/or create word/sentence alternatives as a way to alter tone. Feedback is continually shared in an effort to move learning forward. Research Project. Students use strategies within this template to progressively complete a sustained research project. The teacher listens intently and continually provides objective feedback in an effort to move learning forward. Vocabulary Guide. Students work individually or in pairs, using a variety of resources to define</p>	<p>Venn Diagram & Summary. The instructor should model creating a Venn Diagram to the students. Students can practice this process in a small group setting before they attempt to complete a diagram independently. This strategy helps students to recognize the similarities and differences between two or more texts.</p> <p>Compare and Contrast Graphic Organizer. A way to compare 2 or more concepts by looking at similarities and differences. Choose two different texts about a similar topic with two different authors (Adapted from Marzano, 2001)</p>	<p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p>	

<p>selected words from an appropriately complex text in an effort to produce a student constructed classroom “Vocabulary Guide” for academic and domain specific words (e.g., students utilize a form within Google Docs to enter Tier II & Tier III words from course text reads, the accompanying spreadsheet is embedded into the course website and is utilized as a student generated “Vocabulary Guide” for the course.</p>		<p>www.busyteachercafe.com www.readingquest.org/pdf/venn_summary.pdf</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>- integrate Compare and Contrast</p>	<p>HOW CAN WE USE TWO TEXTS ON THE SAME TOPIC TO HELP US WRITE OR SPEAK ABOUT A SUBJECT?</p>	

GRADE: 6th	SUBJECT: ELA	STRAND: Reading Informational Texts	MONTH(S) TAUGHT:
CODE: RI.6.10	Description: BY THE END OF THE YEAR, READ AND COMPREHEND LITERARY NONFICTION IN THE GRADES 6–8 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.		
	ACT/Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently		
	Board Objective: I can comprehend and understand middle school informational text.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <ol style="list-style-type: none"> Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. Students answer and receive feedback on text dependent questions. Students engage in a variety of discussions and/or Socratic questioning to display competency 	<p>SCAN & RUN. This instructional framework consists of cues for strategies that help students plan and monitor their comprehension before, during, and after reading. Instruction in the use of SCAN & RUN involves several steps that facilitate independent use of the strategy by students.</p> <p>Before Reading –SCAN S=Survey headings and turn them into questions(answer while reading) C=Capture the captions and visuals (try to understand their meanings) A=Attach boldface words (find the meanings) N=Note and read the chapter questions before reading</p> <p>While Reading –RUN R=Read and adjust speed (slow through difficult sections) U=Use word identification skills such as sounding it out, looking for other words clues in the sentence, or breaking words into parts for unknown words. N=Notice and check parts you don’t understand and reread or read on (place a “?” next to the part you don’t understand, and decide to reread that section or skip it and go back to it after you’re finished reading).</p> <p>After Reading.</p>	<p>Harvey, S. and Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement. Portland, ME: Stenhouse Publishers</p> <p>-Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing</p> <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p>	

<p>with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth is this area.</p> <p>4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.</p> <p>5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth is this area.</p>	<p>Students extend their understanding of the text by answering questions at the end of the selection and discussing the text (Salembier 1999). Read, Rate, Reread.</p> <p>This strategy will help students improve their reading comprehension by emphasizing the importance of careful, repeated readings of material. The students will read a short selection three times and evaluate their understanding of the passage on each successive reading. They will further develop their skill at monitoring their own reading comprehension (Adapted from All America Reads).</p>	<p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
informational texts comprehension	HOW DO YOU READ AND COMPREHEND GRADE LEVEL INFORMATIONAL TEXTS?	

GRADE: 4th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1	Description: ENGAGE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADE 6 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively		
	Board Objective: I can lead discussions to have wider understanding and deeper thinking		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
Not Assessable		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily 5 -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
collaboaration discussion	HOW CAN I BE AN IMPORTANT PART OF THE DISCUSSION?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1A	Description: COME TO DISCUSSIONS PREPARED, HAVING READ OR STUDIED REQUIRED MATERIAL; EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE ON THE TOPIC, TEXT, OR ISSUE TO PROBE AND REFLECT ON IDEAS UNDER DISCUSSION		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and, expressing their own clearly and persuasively		
	Board Objective: I can reflect on what the text says and draw personal conclusions from evidence in that text.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Student Notebooks	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification -Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com-Various Trade Books 	

		-Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:	ESSENTIAL QUESTIONS:	
evidence reflections	WHAT ARE WAYS AUDIO RECORDINGS AND VISUAL DISPLAYS USED IN PRESENTATIONS TO HELP CLARIFY?	

GRADE: 6 th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1B	Description: FOLLOW RULES FOR COLLEGIAL DISCUSSIONS, SET SPECIFIC GOALS AND DEADLINES, AND DEFINE INDIVIDUAL ROLES AS NEEDED.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively		
	Board Objective: I can carry out an assigned role in a group discussion I can contribute to whole and small group discussions		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Student notebooks turned in monthly or quarterly	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
assigned roles collaboration cooperative	HOW CAN I BE AN IMPORTANT PART OF THE DISCUSSION?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1c	Description: POSE AND RESPOND TO SPECIFIC QUESTIONS WITH ELABORATION AND DETAIL BY MAKING COMMENTS THAT CONTRIBUTE TO THE TOPIC, TEXT, OR ISSUE UNDER DISCUSSION.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively		
	Board Objective: I can clarify to ensure understanding		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Not Assessable	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
<ul style="list-style-type: none">- clarify-remarks	HOW CAN WE CLARIFY TO ENSURE UNDERSTANDING AND COMPREHENSION?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.1D	Description: REVIEW THE KEY IDEAS EXPRESSED AND DEMONSTRATE UNDERSTANDING OF MULTIPLE PERSPECTIVES THROUGH REFLECTION AND PARAPHRASING.		
	ACT/Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively		
	Board Objective: I can participate in discussion to learn how to express my own ideas and viewpoints.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Not Assessable	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
Key Ideas perspectives reflection	HOW CAN WE EXPLAIN KEY IDEAS IN LIGHT OF A DISCUSSION? HOW CAN WE EXPLAIN OUR OWN PERSEPCTIVE IN A DISCUSSION?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.2	Description: INTERPRET INFORMATION PRESENTED IN DIVERSE MEDIA AND FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) AND EXPLAIN HOW IT CONTRIBUTES TO A TOPIC, TEXT, OR ISSUE UNDER STUDY.		
	ACT/Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally		
	Board Objective: I can interpret information presented in various forms		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Not Assessable	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.thedailycafe.com/CAFE_Menu_6th_grade%20common%20core.pdf www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
Interpretation	WHAT ARE WAYS AUDIO RECORDINGS AND VISUAL DISPLAYS USED IN PRESENTATIONS TO HELP CLARIFY?

GRADE: 6th	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.3	Description: DELINEATE A SPEAKER'S ARGUMENT AND SPECIFIC CLAIMS, DISTINGUISHING CLAIMS THAT ARE SUPPORTED BY REASONS AND EVIDENCE FROM CLAIMS THAT ARE NOT.		
	ACT/Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
	Board Objective: I can identify reasons and evidence from a speaker to help me support points		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
Reasons Evidence	WHAT ARE THE REASONS PRESENTED BY THE SPEAKER? WHAT EVIDENCE DOES THE SPEAKER HAVE TO PROVE THEIR POINT OF VIEW?

GRADE: 6th		SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.6.4	Description: PRESENT CLAIMS AND FINDINGS, SEQUENCING IDEAS LOGICALLY AND USING PERTINENT DESCRIPTIONS, FACTS, AND DETAILS TO ACCENTUATE MAIN IDEAS OR THEMES; USE APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, AND CLEAR PRONUNCIATION.			
	ACT/Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience			
	Board Objective: I can report on a topic in an organized manner I can make a presentation clearly and effectively			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 		<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
recount	HOW DO WE ORGANIZE INFORMATION IN A MANNER THAT IS PRESENTABLE TO AN AUDIENCE?

GRADE: 6th		SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT: April
CODE: SL.6.5	Description: INCLUDE MULTIMEDIA COMPONENTS (E.G., GRAPHICS, IMAGES, MUSIC, SOUND) AND VISUAL DISPLAYS IN PRESENTATIONS TO CLARIFY INFORMATION			
	ACT/Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
	Board Objective: I can add technology to my presentation to keep my information clear.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 		<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
audio visual multimedia	WHEN SHOULD AUDIO OR VISUAL AIDS BE ADDED? HOW MANY? HOW OFTEN?

GRADE: 6th	SUBJECT: ELA	STRAND: Reading and Listening	MONTH(S) TAUGHT: September
CODE: SL.6.6	Description: ADAPT SPEECH TO A VARIETY OF CONTEXTS AND TASKS, DEMONSTRATING COMMAND OF FORMAL ENGLISH WHEN INDICATED OR APPROPRIATE. (SEE GRADE 6 LANGUAGE STANDARDS 1 AND 3 HERE FOR SPECIFIC EXPECTATIONS.)		
	ACT/Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate		
	Board Objective: I can use correct English during a discussion		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Not Assessable	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Club 	<ul style="list-style-type: none"> -Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/in-service/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
context -formal -informal	SHOULD WE USE FORMAL OR INFORMAL SPEECH IN A PARTICULAR SPEAKING SITUATION?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1	Description: DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE WHEN WRITING OR SPEAKING.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can properly use grammar when writing and speaking			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
convections	HOW DO I USE STANDARD ENGLISH IN WRITING AND SPEAKING? WHY IS IT IMPORTANT?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1A	Description: ENSURE THAT PRONOUNS ARE IN THE PROPER CASE (SUBJECTIVE, OBJECTIVE, POSSESSIVE).			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can use relative pronouns and adverbs to become better speakers and writers.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Subjective pronoun
Objective pronoun
Possessive pronoun

HOW DO WE USE RELATIVE PRONOUNS CORRECTLY?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1B	Description: USE INTENSIVE PRONOUNS (E.G., MYSELF, OURSELVES) CORRECTLY.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can form and use intensive pronouns in order to use grammar correctly			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

intensive pronouns

HOW DO I CORRECTLY USE INTENSIVE PRONOUNS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1.c	Description: RECOGNIZE AND CORRECT INAPPROPRIATE SHIFTS IN PRONOUN NUMBER AND PERSON.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can fix inappropriate shifts in pronoun number and/or person.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

shifts in pronouns

HOW DO I KNOW IF PRONOUNS ARE USED INCORRECTLY?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1D	Description: RECOGNIZE AND CORRECT VAGUE PRONOUNS (I.E., ONES WITH UNCLEAR OR AMBIGUOUS ANTECEDENTS).*			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can fix vague and too common pronouns			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com Dictionaries and Thesauruses

VOCABULARY:	ESSENTIAL QUESTIONS:
vague pronouns	HOW DO I KNOW IF SOMETHING IS TOO VAGUE? WHAT ARE THE OTHER OPTIONS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.1E	Description: RECOGNIZE VARIATIONS FROM STANDARD ENGLISH IN THEIR OWN AND OTHERS' WRITING AND SPEAKING, AND IDENTIFY AND USE STRATEGIES TO IMPROVE EXPRESSION IN CONVENTIONAL LANGUAGE.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can use my grammar skills to correct other's writing and speaking			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Variations Expression	HOW CAN I IMPROVE THIS TEXT/SPEECH TO BE MORE GRAMMATICALLY CORRECT?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.2	Description: DEMONSTRATE COMMAND OF THE CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION, AND SPELLING WHEN WRITING.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Board Objective: I can use correct capitalization, punctuation, and spelling when writing			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
standard convections	DOES MY WRITING CONTAIN TYPICAL LANGUAGE CONVECTIONS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.2A	Description: USE PUNCTUATION (COMMAS, PARENTHESES, DASHES) TO SET OFF NONRESTRICTIVE/PARENTHETICAL ELEMENTS			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing			
	Board Objective: I can use punctuation to break apart my writing elements.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Parentheses
dashes
commas
nonrestrictive

HOW DO WE BREAK APART OUR SENTENCES APPROPRIATELY?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT: April
CODE: L.6.2B	Description: SPELL CORRECTLY.			
	ACT/Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	Board Objective: I can spell sixth grade words correctly.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Spelling and Convections

WHY DOES SPELLING MATTER?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT: January, March, May
CODE: L.6.3	Description: USE KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING, OR LISTENING.			
	ACT/Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
	Board Objective: I can use writing conventions correctly			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

VOCABULARY:	ESSENTIAL QUESTIONS:
Conventions	WHY ARE CONVENTIONS IMPORTANT IN MY WRITING AND SPEAKING?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.3A	Description: VARY SENTENCE PATTERNS FOR MEANING, READER/LISTENER INTEREST, AND STYLE			
	ACT/Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
	Board Objective: I can change my sentence styles to keep readers interested.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<p>Various Trade Books</p> <ul style="list-style-type: none"> -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing <p>www.smartexchange.com (Smartboard Technologies)</p> <p>www.readinga-z.com (leveled readers – account needed)</p> <p>http://www.learnnc.org/lp/editions/ccss2010-english/6844</p> <p>http://www.globalclassroom.org/2005/inservice/reading.html</p> <p>www.discoveryeducation.com (account needed)</p> <p>www.brainpop.com (account needed)</p> <p>www.superteacherworksheets.com (account needed)</p> <p>www.curriculumcrafter.com</p> <p>www.havefunteaching.com</p> <p>www.readwritethink.org</p> <p>www.studyisland.com</p> <p>www.busyteachercafe.com</p>

VOCABULARY:	ESSENTIAL QUESTIONS:
sentence patterns style	WHAT ARE THE TYPES OF SENTENCE PATTERNS?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.3B	Description: MAINTAIN CONSISTENCY IN STYLE AND TONE			
	ACT/Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
	Board Objective: I can maintain the style and tone in my writing			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Style Tone	WHAT ARE THE DIFFERENCES IN STYLE AND TONE? WHAT TONE SHOULD MY WRITING BE AND MAINTAIN?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4	Description: DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADE 6 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can use clues to find the meaning of a word.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Clues Context	WHAT CLUES DOES THE CONTEXT GIVE YOU TO DETERMINE THE MEANING OF THE WORD?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4A	Description: USE CONTEXT (E.G., THE OVERALL MEANING OF A SENTENCE OR PARAGRAPH; A WORD'S POSITION OR FUNCTION IN A SENTENCE) AS A CLUE TO THE MEANING OF A WORD OR PHRASE		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can use context clues to determine the meaning of the word.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Context clues	WHAT CONTEXT CLUES ARE GIVEN TO DETERMINE THE MEANING OF THE WORD?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4B	Description: USE COMMON, GRADE-APPROPRIATE GREEK OR LATIN AFFIXES AND ROOTS AS CLUES TO THE MEANING OF A WORD (E.G., AUDIENCE, AUDITORY, AUDIBLE).		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can determine meanings of word from context clues. I can determine meanings of words based on word parts (affixes).		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
affixes word roots	HOW CAN I USE WORD AFFIXES AND CLUES TO FIND THE MEANING OF THE WORD?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4c	Description: CONSULT REFERENCE MATERIALS (E.G., DICTIONARIES, GLOSSARIES, THESAURUSES), BOTH PRINT AND DIGITAL, TO FIND THE PRONUNCIATION OF A WORD OR DETERMINE OR CLARIFY ITS PRECISE MEANING OR ITS PART OF SPEECH.		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can use reference materials to find the pronunciation and meaning of words.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com Dictionaries, Thesauruses, Glossaries www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Reference Thesaurus	WHICH REFERENCE MATERIALS WOULD HELP ME BEST?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.4D	Description: VERIFY THE PRELIMINARY DETERMINATION OF THE MEANING OF A WORD OR PHRASE (E.G., BY CHECKING THE INFERRED MEANING IN CONTEXT OR IN A DICTIONARY).		
	ACT/Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	Board Objective: I can decide if the meaning of a word is correct by using a dictionary.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Inference	HOW DO I KNOW IF THE MEANING OF THE WORD IS CORRECT?

GRADE: 6th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.5	Description: DEMONSTRATE UNDERSTANDING OF FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS.			
	ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings			
	Board Objective: I can understand figurative language in writing.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org Dictionaries, Thesauruses www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Nuances
Figurative Language
Word relationships

WHAT CAN I USE TO DISCOVER THE RELATIONSHIPS BETWEEN WORDS?

GRADE: 4th		SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT: October, January
CODE: L.6.5A	Description: INTERPRET FIGURES OF SPEECH (E.G., PERSONIFICATION) IN CONTEXT			
	ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings			
	Board Objective: I can identify figures of speech.			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 		<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com
VOCABULARY:			ESSENTIAL QUESTIONS:	

Figures of Speech Personification Metaphor Simile	WHAT ARE THE PURPOSES OF DIFFERENT FIGURES OF SPEECH? WHAT ARE DIFFERENT FIGURES OF SPEECH?
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GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.5B	Description: USE THE RELATIONSHIP BETWEEN PARTICULAR WORDS (E.G., CAUSE/EFFECT, PART/WHOLE, ITEM/CATEGORY) TO BETTER UNDERSTAND EACH OF THE WORDS.		
	ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings		
	Board Objective: I can use different word meanings to find the meaning of a given word.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
-Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics		-Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
<p>-categories</p> <p>Nuances</p>	<p>HOW CAN I FIND THE MEANING OF A WORD FROM THE DEFINITION OF A DIFFERENT WORD?</p>

GRADE: 4th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT: March, April
CODE: L.6.5c	Description: DISTINGUISH AMONG THE CONNOTATIONS (ASSOCIATIONS) OF WORDS WITH SIMILAR DENOTATIONS (DEFINITIONS) (E.G., STINGY, SCRIMPING, ECONOMICAL, UNWASTEFUL, THRIFTY).		
	ACT/Anchor Standard: Demonstrate understanding of word relationships and nuances in word meanings		
	Board Objective: I can use word associations to discover word definitions		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Dolch Site Words tests -Reading and Writing Rubrics 	<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader's Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	<ul style="list-style-type: none"> Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheet.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org Thesauruses www.studyisland.com www.busyteachercafe.com 	

VOCABULARY:	ESSENTIAL QUESTIONS:
Connotations Denotations	HOW CAN I USE WORDS TO FIND THE DEFINITION OF OTHER WORDS?

GRADE: 6th	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.6.6	Description: ACQUIRE AND USE ACCURATELY GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS AND PHRASES; GATHER VOCABULARY KNOWLEDGE WHEN CONSIDERING A WORD OR PHRASE IMPORTANT TO COMPREHENSION OR EXPRESSION.		
	ACT/Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowled		
	Board Objective: I can use new vocabulary in my writing. I can use sixth grade vocabulary in my writing.		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
<ul style="list-style-type: none"> -Achievement Series -Performance Series -Curriculum Crafter -Spelling tests -Informal -Study Island (www.studyisland.com account needed) -Story Retells -Journal and Writing Samples -Writing Rubrics -Curriculum Assessments -Observations -Venn Diagrams -Comprehension Tests -Reading and Writing Rubrics 		<ul style="list-style-type: none"> -Comprehension Strategies -Think-Pair Share -Teacher Modeling -Guided Reading - Literacy Centers - Graphic Organizers - Comprehension Cubes - Reader’s Notebooks -DOL (Daily Oral Language -interactive websites -Daily CAFE -Scaffolding -Concept Mapping -Independent Research -Visualize -Monitor Clarification Small Group Collaboration -Comprehension Cubes -Book Talks -Book Clubs 	Various Trade Books -Performance Series Resources -Achievement Series Resources - 6 + 1 Traits Writing www.smartexchange.com (Smartboard Technologies) www.readinga-z.com (leveled readers – account needed) http://www.learnnc.org/lp/editions/ccss2010-english/6844 http://www.globalclassroom.org/2005/inservice/reading.html www.discoveryeducation.com (account needed) www.brainpop.com (account needed) www.superteacherworksheets.com (account needed) www.curriculumcrafter.com www.havefunteaching.com www.readwritethink.org www.studyisland.com www.busyteachercafe.com

VOCABULARY:	ESSENTIAL QUESTIONS:
Comprehension	HOW DO I USE NEW KNOWN WORDS CORRECTLY? WHERE DO THEY FIT INTO MY WRITING?

GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:	STRAND:	MONTH(S) TAUGHT: January, March	
CODE:	Description:				
	ACT/Anchor Standard:				
	Board Objective:				
ASSESSMENTS:		STRATEGIES:			RESOURCES:
VOCABULARY:		ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:	STRAND:	MONTH(S) TAUGHT:	
CODE:	Description:				
	ACT/Anchor Standard:				
	Board Objective:				
ASSESSMENTS:		STRATEGIES:			RESOURCES:
VOCABULARY:		ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:	STRAND:	MONTH(S) TAUGHT:	
CODE:	Description:				
	ACT/Anchor Standard:				
	Board Objective:				
ASSESSMENTS:		STRATEGIES:			RESOURCES:
VOCABULARY:		ESSENTIAL QUESTIONS:			

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GRADE:		SUBJECT:	STRAND:	MONTH(S) TAUGHT:
CODE:	Description:			
	ACT/Anchor Standard:			
	Board Objective:			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
VOCABULARY:		ESSENTIAL QUESTIONS:		

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GRADE:		SUBJECT:		STRAND:		MONTH(S) TAUGHT:	
CODE:	Description:						
	ACT/Anchor Standard:						
	Board Objective:						
ASSESSMENTS:			STRATEGIES:			RESOURCES:	
VOCABULARY:				ESSENTIAL QUESTIONS:			

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